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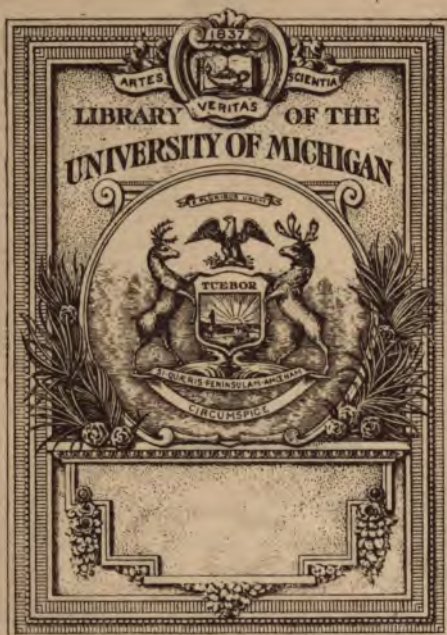
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HINTS AND HELPS FOR THE SCHOOL-ROOM



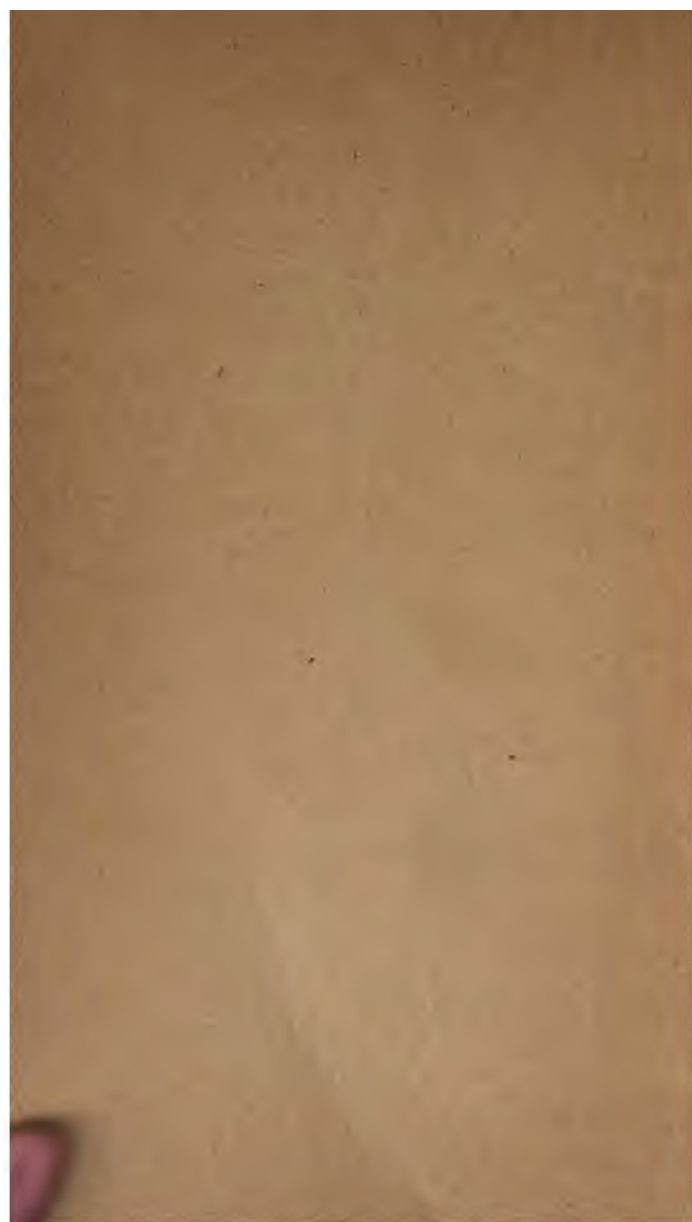


THE GIFT OF
J. Herbert Russell

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HINTS AND HELPS

From Many School-rooms

SUCCESSFUL PLANS AND DEVICES
CONTRIBUTED BY 150 TEACHERS
WHO HAVE USED THEM IN THEIR
SCHOOLS

Arranged by
CAROLINE S. GRIFFIN
Editor of "OUR TIMES"



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INTRODUCTORY NOTE

THE teacher who grows is constantly on the lookout for something new. It is the progressive teacher who does most for the pupils for whose best development he is responsible. There is no quicker, better method of growth than by comparison of one's own work with that of other wide-awake teachers. What others have found helpful can be tried again and again, for children are pretty much alike the world over, and the successful plans of one schoolroom can be used in others with like success.

The department of "Hints and Helps" has long been a very popular feature of *Teachers' Magazine*; in fact, it originated with *Primary School* and *The Teachers' Institute* which preceded it. Every device given in its columns had been used with good results in some schoolroom. Of these devices one hundred and fifty of the very best have been selected, in order that teachers may have them at hand in convenient form for constant reference. No one teacher can use all the suggestions, but here are helpful plans for every pos-

INTRODUCTORY NOTE

sible contingency that may occur in the life of any elementary school.

The hints cover the work of the school day from the opening exercises to suggestive plans for quiet dismissal at night. Helps are given for rendering simple and interesting the difficult points in reading, spelling, arithmetic, geography, science, music, current events, and all the other studies of the modern country or graded school.

One hundred and fifty wideawake teachers have had a part in the preparation of this book. To them and their confrères who are on the lookout for practical helps, the little volume is dedicated by

THE EDITOR.

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TABLE OF CONTENTS

GENERAL SUGGESTIONS	PAGE
THE FLAG SALUTE	1
HINTS FOR TEACHERS	2
THE SONG IN SCHOOL	3
CLASSIFYING PUPILS	4
A PLAN CHART	5
OPENING EXERCISES	7
SINGING AMERICA	8
BITS OF THINGS	9
HINTS FOR A MIXED SCHOOL	10
A RED LIST	11
PLAN FOR SELF-GOVERNMENT	11
✓ THE WHISPERING PROBLEM	13
STAR REWARDS	14
REGULAR ATTENDANCE	14
STAR ROWS FOR ATTENDANCE	15
A REST EXERCISE	15
CURE FOR RESTLESSNESS	16
OVERCOMING UNTIDINESS	17
CLEARING UP THE YARD	18
✓ A HOT AFTERNOON	19
TAKING NOTES	21
QUICK AND QUIET	23
✓ LEARNING TO PRINT	23
TO TAKE HOME	26
A PLAYROOM	27
SCHOLARSHIP RACES	28
CHOOSING DAY	29
CARD MESSAGES	31
PENCIL CASES	31
TEACHING MANNERS	32
✓ FANCY PAPERS	32
VISITORS	34
VISITING SCHOOLS	35
STARS AND STRIPES	36
USE OF PICTURES	37
✓ FLOWER PIT	38

CONTENTS

	PAGE
REMOVING INK	39
KNOWLEDGE MATCHES	40
BROWNIE HELPERS	40
↓ A TIME FOR QUESTIONS	42
COMPLAINTS	42
THE ENVIRONMENT	43
HOME-MADE HEKTOGRAPH	44
HEKTOGRAPH PICTURES	45
FRIDAY AFTERNOONS	46
↓ QUIET DISMISSAL	47
READING AND LANGUAGE	
↓ SOME GENERAL HINTS	51
INTELLIGENT READING	53
READING HELPS	54
THE READING CLASS	55
TEACHING DEFINITIONS	56
RIGHT BOOKS	58
THE WRITTEN STORY	60
A RECITATION BOOK	60
HELPING A LOWER GRADE	61
A READING GAME	62
GAMES WITH WORDS	62
A SCHOOLROOM JOURNAL	63
↓ FROM PORTO RICO	64
LANGUAGE LESSONS	65
COMPOSITION WITH PICTURES	67
READING DEVICE	68
WORD DRILL	69
STORY TELLING	70
THE LANGUAGE CLASS	70
ART AND LANGUAGE	71
A LANGUAGE PLAN	72
↓ BEFORE THE CLASS	72
DICTATION WORK	73
WRITING FROM MEMORY	74
MOVING WORD GAME	74
WORD GAME	75
THE READING CLASS	76
INTEREST IN LITERARY WORK	77
SPELLING	
THE SPELLING LESSON	83
IN UNGRADED SCHOOLS	85

CONTENTS

	PAGE
SPELLING	86
FOR SECOND GRADE	87
A SPELLING GAME	87
ANOTHER SPELLING GAME	88
SPELLING FOR PLACE	88
REVIEW SPELLING LESSON	89
SPELLING DEVICE	90
A SPELLING DRILL	90
BLACKBOARD EXERCISES	92
A SPELLING REVIEW	92

ARITHMETIC AND PRIMARY NUMBER WORK

WRITING NUMBERS	97
NUMBER DEVICES	99
ARITHMETICAL SIGNS	100
NUMBER EXERCISES	101
A NUMBER BATTLE	102
PRIMARY NUMBERS	103
NUMBER FOR SECOND GRADE	104
MERCHANTS' GAME	104
TO TRAIN THE SENSES	105

HISTORY AND GEOGRAPHY

LITTLE JOURNEYS	109
MOLDING A CONTINENT	110
GEOGRAPHY INCENTIVES	111
GEOGRAPHY GAMES	112
A TRIP TO ESKIMO LAND	113
TO FIND THE NORTH	114
A GEOGRAPHY CONTEST	115
TWO ENJOYABLE GAMES	115
HISTORY AND ORDER	117
GEOGRAPHICAL GAME	117
TALKS IN HISTORY	118
A SCHOOL CALENDAR	119
ANIMAL ZONE CHART	119
FLAG EXERCISES	120

NATURE STUDY

NEAR TO NATURE'S HEART	125
ANIMALS IN SCHOOL	125
HIAWATHA BIRD BOOKS	128
A SCHOOL MUSEUM	130

CONTENTS

	PAGE
A WEATHER CALENDAR	131
- SOME APPLES	132
FLOWER BOOKS	134
FANCY BOOKLETS	135
PHYSIOLOGY QUESTIONS	136
BUSY WORK	
✓ SEAT EMPLOYMENT	139
PAPER CUTTING	140
SCHOOL CHAINS	141
PEAS AND TOOTHPICKS	142
SCHOOLROOM DECORATION	
PAPER BUTTERFLIES	145
EXHIBIT FRAME	146
PICTURES IN THE SCHOOLROOM	147
A DECORATIVE SCHEME	147
PICTURES	148
MOUNTS FOR PICTURES	149
WAXED LEAVES	150
SPECIAL OCCASIONS	
FLAG BIRTHDAY PARTY	153
A FEBRUARY TABLE	155
ST. VALENTINE'S DAY	158
A PRIMARY FAIR	160
RECEPTION FOR MOTHERS	161
THANKSGIVING BOOKLETS	164
A CHRISTMAS CHIMNEY	165
VISITORS' DAY	166
A CAKEWALK	167
RHETORICALS AND CONTESTS	168
SOME PRECEPTS	171
RULES FOR YOUR NOTEBOOK	171
CURRENT EVENTS	
SCHOOL SCRAP BOOKS	175
STUDYING CURRENT EVENTS	176
EVENTS TO BE OBSERVED	177
✓ MORNING QUESTIONS	178

THE FLAG SALUTE

THE Flag Salute in most general use in the United States is accompanied by the following:

We give our heads and our hearts to God and our country. One country, one language, one flag.

After words and movements have been mastered by the pupils the salute should be given with but one signal. Several months of drill will be required, however, before a class of children will have attained this result. Meanwhile, the drill should be given once each day, to a series of signals, thus:

The flag, held by a standard bearer, should be in front of the school.

1st Signal.—At a tap of the bell each child takes hold of the back of his seat, preparatory to rising.

2nd Signal.—All rise quickly, and each stands alert and erect.

3rd Signal.—Extend right arm, pointing at the flag; arm raised slightly above horizontal.

4th Signal.—Bend forearm so as to touch the forehead lightly with the tip of

HINTS AND HELPS

the fingers of the right hand. As the fingers touch the forehead all say, "We give our heads." Emphasizing the word "heads."

5th Signal.—The right arm is carried to the left side and the hand is placed, with fingers open, over the heart, as the words are said, "and our hearts."

6th Signal.—The right hand is dropped to the side. The pupils then continue, "to God and our country."

7th Signal.—Standing erect, but without moving, all say, "One country, one language."

8th Signal.—At the words "one flag," each speaker bends the body slightly forward, and extends the right arm to its full length.

9th Signal.—The right arm is dropped to the side, and all take straight standing position once more. All seated.

HINTS FOR TEACHERS

ALWAYS be prompt.

Do your best and then do not worry if the expected results are not obtained.

Keep your pupils profitably and happily employed and you need not pay any especial attention to keeping order.

Do not punish often, but when you are obliged to punish do it in such a way that it is not so soon forgotten.

THE SONG IN SCHOOL

Writing is excellent busy work for the younger pupils. To insure good work, occasionally (and without previously informing them) call on the pupils to read a lesson from the paper on which they wrote it, instead of from the book.

Always examine pupils' work.

Associate with your pupils at intermissions. They will obey you better during school hours.

THE SONG IN SCHOOL

ONE of the best means of preparing pupils for study is the singing of a song. Singing is almost indispensable to the opening exercises in the morning, and it will pay any teacher to devote the first ten or fifteen minutes of the afternoon to singing. After they have sung a few songs the attention of the pupils will be drawn away from the games they were playing during the noon hour and they will be ready to begin study.

Great care should be taken in the selection of songs for the schoolroom as they, too, help to form the character of those who sing them. They should be songs that increase the pupil's knowledge, such as help to form a higher ideal in the mind, such as teach some lesson in manners, or some other kindred subject that is worthy of being impressed on the youthful mind.

HINTS AND HELPS

There are times when everything seems to go wrong in the schoolroom. The bad boy or girl is more mischievous than at other times, and some pupils find it a hard task to remain in their seats. The teacher cannot interest the class in the lesson—all goes wrong. If at this time you will say, "Lay your work aside, let us sing a song," a marvelous change will take place. It is well to open the windows while singing, especially if the air in the room is foul. A song the last thing before dismissal is oftentimes beneficial.

CLASSIFYING PUPILS

I FIND it best to attend to the classification of the school as early as possible in the term, finding the changes necessary, and beginning to make them with the least ceremony possible.

I call a class to recite, and ask the higher class I wish to unite with it to "come and recite with this class to-day, for we may not have time to hear all the classes." Assigning the next lesson, I say, "I suppose you may all as well prepare the lesson with the others until we see about all the classes. It may be that you will be a help to them." I thus put them off with excuses, try to avoid having the matter discussed, and try to introduce something of absorbing interest to make

PLAN CHART

the new members feel their importance in the class. Thus, I have had some pupils at work in new classes before they could object much to "going back."

Pupils can be "turned back" almost without knowing it by letting them take up a new book of lower grade. The first reader, lower arithmetic, or language classes can be taught from the blackboard or chart until they reach the point where the teacher wishes to use books again.

A PLAN CHART

A TEACHER knows that her work will be more successful, and run much more smoothly if she plans out carefully each detail. At the beginning of the term the work must be blocked out on broad lines, then the monthly scheme of work and then the daily plan, in accordance with which the work is carried out in detail.

The plan must include more than the work to be done at each recitation. There must be seat work planned for those who are not reciting. This is especially necessary in an ungraded school, where several grades must have occupation at their seats while other grades are reciting. A chart made like the illustration will be of the greatest help. It gives a comprehensive view of the entire school day, so that the

HINTS AND HELPS

MODEL PLAN CHART.

9:00-9:15		Devotions,	
9:15-9:35	4th Grade Study geog- raphy.	3rd Grade Recite num- ber, teach area of tri- angles, Fig. 29, drill on quick addi- tion, 5 min- utes at black- board.	2nd Grade Work num- ber.
9:35-10:00	Recite num- ber, oral Fig. 35, each pu- pil explain one example, drill, quick work in com- binations, show frac- tion charts.	Work num- ber.	Work num- ber and learn spelling.
10:00-10:20	Work num- ber.	Work num- ber.	Recite num- ber, show gills and pints, ques- tions on them, addi- tion ladders on board.
10:20-10:35	Singing—Entire School, ladder drill, reading key of G, teach new song, emphasis on expression.		
10:35-10:45	Recess		
10:45-11:00	Work num- ber.	Recite lan- guage drill on headings of letters, and talk over material for letter. "My pleas- antest day this sum- mer."	Build "ing" words with pasteboard letters.

In this way fill chart for entire day.

OPENING EXERCISES

teacher can see at a glance just what each grade should be doing.

The teacher will find a silicate slate a great convenience, as it may be ruled permanently. The work may be written in pencil, and erased each night ready for the next morning. But if a slate is not at hand, three minutes will rule a fresh sheet in a blank book each morning. With such a chart before her on the desk, the teacher can open the session feeling that she is mistress of the situation.

OPENING EXERCISES

I HAVE found that a good way to vary the opening exercises is to require different classes to take charge on certain days of the week. Monday's program is a general one. I read from the Scriptures, all join in the Lord's Prayer, we talk on some interesting subject, and sing several of our favorite songs.

On Tuesday, Thursday and Friday exercises are furnished by different classes. Dialogues and recitations are given, a reading lesson or poem is recited by one pupil or in concert, entertaining bits from history and geography are read or stories are told.

Wednesday morning is reserved for the teacher. I generally give a little talk in geology, botany, astronomy or history,

HINTS AND HELPS

or perform some simple experiment, or perhaps read a story.

My school is in the country, and has so many classes that it takes nearly a month for each class to have its turn in the program. I assign to each the day for which it must prepare several weeks beforehand, and the class keeps its plan a secret. The children's curiosity to know what the morning exercises are to be is so keen that I seldom have tardy pupils.

SINGING AMERICA

It has been my privilege for several years to spend part of the year in a Canadian city. After listening to these good British subjects singing their national anthem, "God Save the King," every man, woman, and child rising to the feet at the sound of the first note and singing lustily, I always feel that our own national hymn, "America," is not accorded due respect when sung.

In our school we stand while singing it, and always conclude by giving the flag salute. We think they belong together.

"Our hearts with rapture thrill," for doesn't the very act of standing soldier-like bespeak the sentiment of the song? Patriotism! We sing and feel "America."

BITS OF THINGS

BITS OF THINGS

A METHOD for teaching children who have been drilled on the letters in the old-fashioned way and who have failed to learn them after "much tribulation," is to make a card game for them to play.

I got some little strips of cardboard from the printer's office, and had them cut a suitable size. I cut pictures from papers and magazines, and pasted them on the cards. There were three cards in a book, the picture on each representing an object beginning with the same letter. For instance, *cat*, *cap*, and *chicken* made up Book C on the same plan as authors. The number of books was odd, as eleven or thirteen, so that one child might win the game; and the letters chosen for the names of the books were some most frequently used. I have made two sets of cards at different times, and find them very satisfactory.

The more I teach, the more firmly I am convinced that the Golden Rule is the one rule everywhere. It is the rule that will hold good between teacher and student, student and student, teacher and parent, in every condition of life. Sometimes I fear we teachers forget, and think we can govern children as some inert piece of matter. I believe we fail every time we at-

HINTS AND HELPS

tempt such a method of procedure. As soon as the soul of the teacher meets the soul of the child in sympathy, the battle is won.

HINTS FOR A MIXED SCHOOL

My pupils are from five to twelve years old and are in four classes. It is sometimes difficult to think of suitable rest exercises that will include all. The following plan has worked better than any other I have tried:

When the younger children tire of sitting still I allow them to march up and down and in and out the aisles. The older children put down their books, assume a good position, and sing some pretty marching songs for the little ones to keep step to. This makes a restful change for every one, and the older children enjoy watching the little ones march.

My pupils of the advanced grades have provided themselves with small alphabetical notebooks in which are kept records of errors, failures, etc., in lessons throughout the week. On Friday afternoon the books are referred to and special attention is given to the mistakes that have been entered.

In the second-reader grade I write questions upon the blackboard calculated to draw from the pupils a complete reproduc-

SELF-GOVERNMENT

tion of a reading lesson which they have had. I require that the answers be written in complete sentences without reference to the reader. Then I correct the papers with regard to language, capitalization, and spelling. I try this plan sometimes with the older pupils in geography, history, physiology, etc. It gives a review in those studies and creates a lesson in language, spelling and writing.

A RED LIST

THE deportment of each pupil is averaged at the end of every week. Those who have an average of ninety-five (the mark may be higher or lower) and have shown that they can be trusted, have their names placed upon a "red list," so called from being written with red ink.

"Red-list" pupils are allowed certain privileges. They may sharpen pencils, leave the room, and procure reading matter when at leisure. A small amount of necessary whispering is permitted. Abuse of any privilege is followed by withdrawal of name from red list.

PLAN FOR SELF-GOVERNMENT

I EMPLOY a rather novel method of self-government with my forty-five pupils, whose ages vary from five to fifteen years.

HINTS AND HELPS

Perhaps a description of the plan may interest my fellow-teachers. We have a library of about seventy-five volumes, besides four monthly juvenile magazines. I allow free access to the library during school hours after all work has been accomplished, and if a class is not disturbed during a recitation. Pupils leave the room without first requesting permission. They may consult the dictionary when they please, and I even allow them to procure "a drink of water" if necessary. Each pupil is expected to engage himself busily in useful work and to conduct himself in a kindly and helpful manner. Whispering is forbidden. To those pupils who succeed in carrying out this idea of self-government for one day I give a small red ribbon bow as an emblem of honor. If, at the end of a week, his deportment is still faultless, the red bow is exchanged for a yellow one. If the yellow bow is worn three weeks it may be put aside for a white satin one.

The pupils forfeit the badges for misdemeanors. If a pupil who is wearing the white bow is guilty of unseemly behavior he goes back to the yellow bow, and it will take three weeks of atonement to have the white one restored. All my pupils but three are now wearing white bows, and I never solved the discipline problem so easily as I did this year.

WHISPERING

THE WHISPERING PROBLEM

THE first year I taught school I always read eagerly whatever I saw on the subject of whispering. I had been brought up in an academy, under a strict disciplinarian, and I believed that whispering was the most heinous of all crimes. A normal course was denied me, but I have visited normal schools at every opportunity since I began to teach, and, after a few months, it began slowly to dawn upon my mind that whispering is not such an awful sin after all, if indulged in moderately. I had made it such a misdemeanor that my children were learning to tell a lie rather than admit that they had been whispering. I thought it all out one night, and decided that a lie was worse than the other disobedience, and I began to be less severe on the whisperers.

I allow my children, now, the privilege of asking each other for books, pencils, or school apparatus, if it is done in a quiet way, and, when I think there is occasion, one child helps another with a problem. Then I have those blessed inventions, whispering recesses, every hour for five minutes, when the children are at liberty to visit each other quietly and tell their secrets without fear of interference. My advice, as one who has learned experience, is

HINTS AND HELPS

not to taboo whispering altogether, but let it serve as a means to an end, to inspire love for the teacher and render the discipline easy. Relaxation is necessary in the schoolroom.

STAR REWARDS

I CUT a number of large stars from colored cardboard and write a pupil's name in the center of each. After I examine the number papers I place small gilt stars on the large ones of those pupils who have done the work correctly and neatly. When the large stars contain ten small ones they are returned to the pupils to be taken home. I sometimes vary the design by using hearts, diamonds, circles, flags, etc., in the same manner.

REGULAR ATTENDANCE

I FOUND the children in my school irregular in attendance. They would stay away on the least pretext. To encourage them to come every day I have a piece of picture matting tacked on the wall. On the left side are the names of the children. After each name is placed a gold paper star, if the child has been present each day during the week.

We are going to see who will have the greatest number of gold stars by the close of the term.

ATTENDANCE

STAR ROWS FOR ATTENDANCE

I took the backs of eight- by ten-inch tablets, saved for me by the pupils, and pasted a four-inch five-pointed star in the center of each. The color, navy blue, was chosen by the pupils. I prepared as many cards as there were rows of seats in the room, and placed a card containing a star on the front desk of each row if all in the row were present, designating them as star rows. The star remained as long as the row was perfect in attendance.

One of the pupils had charge of the stars, and as soon as the tardy bell rang he stood ready, with hammer, tacks, and stars, to place or remove, as the case demanded.

The cards became quite soiled during the year, but the children were so interested that they saved tablet backs for the coming year and suggested green as the color they would like to have used.

A REST EXERCISE

As a "rest exercise" when boys and girls are inclined to be restless, I have used the following: We call it "Do As I Do."

1. Hold book with both hands above head.

HINTS AND HELPS

2. Wave book with right hand above head.
3. Wave book with left hand above head.
4. Rest head back on book.
5. Book held in right hand extended.
6. Book held in left hand extended.
7. Book held to forehead, looking to right.
8. Book to forehead, looking to left.
9. Place book on floor, keeping stooping position until fourth count.
10. Book to top of head and moved up and down to counts.
11. Book to chest and moved in and out with both hands.
12. Book held over left shoulder by right hand.
13. Book held over right shoulder by left hand.
14. Book open in left hand as for reading. At fourth count all sit down.

CURE FOR RESTLESSNESS

I FIND the surest cure, and many times a preventive, for restlessness is to devote from five to ten minutes to physical exercises. Even if one has had no gymnasium training this can be done with a good book for a guide. Such a one is Jessie Bancroft's "Gymnastics."

Of course in the lower grades only the

UNTIDINESS

simplest exercises can be given—correct standing, correct breathing, arm-stretching, marching, etc. These afford a chance for relaxation to teacher, as well as pupils, and they allow, also, time to change the air of the room, as all the children are in motion.

These exercises are to be specially recommended for the time of year when the children cannot play much out of doors, and in schools like ours, where there is no intermission during either session.

OVERCOMING UNTIDINESS

I WAS troubled with untidy, carelessly prepared papers in language, arithmetic, etc. I began placing upon those which showed thoughtful, careful preparation tiny red stars obtained from a stationer, gummed ready for sticking, and immediately noticed a great improvement in the appearance of papers handed in.

We suffered from a lack of pencil-boxes, and consequent losing of pencils. One day we made trays seven inches long by two wide by one deep, using bristol board, colored paper, and library paste. We covered the inside of the bottom and outside of the sides with the paper. These not only furnish receptacles for our pencils, but, being kept on top of the desks, add to the pleasant appearance of our room.

HINTS AND HELPS

CLEARING UP THE YARD

THE schoolhouse yard is sometimes a much-neglected and uninviting place. It offers to the energetic teacher a wide field for cultivating a love for the beautiful.

I will tell you the way we improved ours.

The schoolhouse was situated on a beautiful site at the edge of a wood. The yard was full of shade-trees, as well as underbrush, dead trees, burdock, old wood, etc., when we began our spring term.

After the weather became settled I announced one day that the following Friday afternoon, from half-past two until four, we would devote to clearing the yard.

The children were so eager for Friday to come that they could scarcely wait. Some of the boys brought hoes, and two of the larger ones brought axes.

We did a great deal of work, the boys cutting the underbrush and burdocks, and the girls piling it into a heap to be burned at some future time.

We were very proud of our yard, which looked quite neat after we had finished, save for the unsightly pile of trash.

I promised my pupils that when it dried and the wind and all things were favorable, we would have a bonfire. The opportunity did not arrive until during the winter term.

HOT AFTERNOON

One lovely winter day the boys arranged some seats in a sheltered place. We took our books and went out. Our trash pile was lighted. The flames leaped and roared. We took good care that the fire did not catch the leaves.

We imagined we were the first explorers of some unsettled country, warming ourselves by our campfire. The order was excellent, for it is always understood that if any one is out of place we can never indulge in such a recreation again.

A HOT AFTERNOON

It was a hot afternoon in September. The glowing sun sent its scorching rays on the roof and sides of the little white rural schoolhouse which was unprotected by even a tree. In the schoolroom it seemed too hot to breathe. The thermometer on the north side of the room registered eighty-eight degrees, and the nineteen restless pupils, varying in age from five to sixteen, were lounging in their seats. As I tapped the bell for afternoon recess and as the children filed listlessly past me, I realized that the language lessons on coal, which I had planned for the last hour, would be an utter failure.

Written language required too much exertion for a day like that.

Some interesting work *must* be given

HINTS AND HELPS

the children, something that would cause them to forget the heat, but when the children had taken their seats my heart sank, for I was, myself, too tired to originate any instructive occupation.

Suddenly I had an inspiration. One class was studying map drawing by scale. Giving to the three little folks some colored shoepegs for work in stick-laying, I sent the rest of the pupils to the board with their rulers. Who ever saw a child who did not like to draw on a board? I had each child measure off a two-foot space, and we called it a meadow. I then asked each to draw a picture of a tree, and we would see if any one could tell what tree was represented. How hard they thought! As I watched the trees grow on the board, some looking as if a west wind had broken them, and others as if they had been struck by lightning, I realized that these country children surely had "eyes that see not." Two of the drawings, one of a maple and one of a pine, were so good that I allowed them to remain on the board until the drawing-teacher had made her visit.

As I asked them to prepare for dismissal, one large girl involuntarily exclaimed, "It isn't time to go home!"

They had been working hard, and yet had forgotten the heat, because of interested attention.

TAKING NOTES

As we rode home in the large school-wagon, the children discussed the shapes of various trees, comparing them with those which had been drawn, and as I listened to their comparisons I felt that the afternoon had not been wasted.

TAKING NOTES

WHAT teacher whose class is of an age to take rapid notes has not been troubled by the bad habits pupils speedily acquire through taking notes, especially if their books are not inspected and corrected by the teacher? And, of course, the careful correction of notes in a class of ordinary size involves a vast amount of time and labor that had better be expended in some other way. Yet bad spelling, careless grammar, illegible penmanship, improper capitalization, and incorrect punctuation are only a few of the evil results that often come from note-taking, until, in many cases, the notes are worse than valueless.

One teacher of my acquaintance had studied this question in his own class, and, feeling that some corrective measures should be taken, resolved to try an experiment. Accordingly, he announced, one morning, that the first few minutes of each day would be given to a "First Draft Exercise," that he would rapidly dictate a short exercise which the pupils were to

HINTS AND HELPS

take, and that he would collect the papers and correct each until he had reached the tenth mistake, but that any paper containing more than ten mistakes would be considered too poor to merit the expenditure of more time on it. Careless or illegible writing and untidiness were to be considered, and marked the same as other mistakes.

This simple little plan succeeded beyond all expectation. The pupils were eager to have their papers "pass muster," and exerted themselves to do their best. Finding that legible work could be more quickly and easily done with good tools, the pupils began to come with several well-sharpened pencils ready for use, that not an instant need be lost. The number of papers containing more than ten mistakes decreased from day to day, and the pupils began to feel a pardonable pride in the fine appearance of their notes. In the meantime not a word had been said about notes in other classes, but the teacher noticed the marked improvement in the notebooks with much satisfaction, and when the special science teacher brought him a set of notebooks, and called his attention to their remarkable neatness, saying he believed it was largely due to the drill obtained in the "First Draft Exercise," he felt that his effort had been abundantly rewarded.

QUICK AND QUIET

QUICK AND QUIET

THE little points of management are those that tell in the general good order of a school. Our Quick and Quiet Class has been quite a success this last term. I told my pupils that I wished them to be quick and quiet when coming into school, in getting out books and working materials, passing to class and preparing for dismissal. I did not promise any reward, but slowly quite a sentiment was created in favor of the quick and quiet.

"Remember the Quick and Quiet," when they were taking out books or passing from a class, was sufficient reminder to make most of the children try to be very quiet, as well as prompt. At the end of the first month I called the names of the "Quick and Quiet Class," and they were allowed to go three-quarters of an hour earlier than the rest in the afternoon. The next month there was a still larger number in the class, and now all the children are really striving to belong to it.

LEARNING TO PRINT

TEACHERS, learn to print. It is easier and quicker work than writing, and looks much neater. It leaves more background and so makes what is written easier to be seen and read.

HINTS AND HELPS

In many schools it is used almost entirely for board work. In the first grade the pupils are taught to print. Printing does not take the place of writing, but has a sphere of its own, in the schoolroom as elsewhere.

Printing may be either slightly back-hand or vertical, so long as it is perfectly legible.

If you have never tried to print, begin in this way: Select the alphabet you prefer. Take a sheet of double-ruled paper and print a row of letters. I prefer the vertical alphabet. Classify somewhat as follows, and practice in this order:

i, u, v, w, m, n — o, a, c, e — g, p, q,
b — — h, f, j, k, l — — t, d, — —
r, s, x, — — y, z.

Confine yourself one day to the making of i's, the next day to u's and so on. Keep the second row of letters under the first.

Next select words having letters somewhat in the order suggested. Take one word each day. Be careful that the slant height is uniform, that the horizontal and vertical spacing are correct, that the small letters and capitals are spaced proportionally.

Print next a sentence. When you can do this well, keeping the words strictly under each other and the paper very neat, use

PRINTED LETTERS

single-ruled paper, making the letters not quite to the top of the ruled space.

Begin to print bits of poetry. Select something elevating and this, in itself, will be a pleasure, and you will find yourself memorizing what you print.

When you can print well on paper, use your board. Practice printing, a few moments each day, bits of prose.

By this time you will think of many ways to use your newly acquired craft. Where once you carefully wrote long poems on the board, you can print twice the amount with ease. You will print all of your outlines, programs, hektograph work, poems for supplementary reading, and there will never come a time when you will be sorry that you spent a few spare moments in learning to print.

One bit of prose which I learned how to print has never deserted me:

"Live for something. Do good and leave behind you a monument of virtue that the storms of time can never destroy. Write your name in kindness, love, and mercy on the hearts of thousands you come in contact with year by year; you will never be forgotten. Your name, your deeds, will be as legible on the hearts you leave behind as the stars on the brow of evening. Good deeds will shine as the stars of heaven."

HINTS AND HELPS

TO TAKE HOME

WHILE spending the evening recently at the home of one of my pupils I was set to thinking by a little incident that occurred. The mother, who is thoroughly interested in the progress her children make, drew her little daughter to her side, asking, "Well, what did you learn new at school to-day?" To my mortification the child, usually so bright in the class-room, could make only a confused statement of a few meager facts, some of which had been presented that day and others drilled upon previously.

I thought about the matter considerably that night. The next day I began to talk about our school work. First, I called attention to the necessity of practicing certain standards that we knew, such as writing when we could form the letters, multiplying and adding after we had once learned how, etc. Next, I told the pupils that, in addition to reviewing frequently what they already knew, they should endeavor, every day of their lives, to learn something new, and that every afternoon just before school closed we would spend some time in talking over the new things that had been learned during the day.

Good has arisen from this habit of recapitulation. The pupils are stimulated to

A PLAYROOM

understand and retain what they study. The re-telling was hard at first, but it has gradually become easier, and the intelligence that is displayed often astonishes me. Instead of an oral talk, we sometimes write a story on "What I Have Learned To-day."

The method has been beneficial to the teacher, as well as to her pupils. I plan to present something new in each lesson and to present it in such a manner that the pupils' attention will be attracted to it.

A PLAYROOM

THE parents of my district insist upon sending their children to school when the babies are but four years of age. Last spring term I actually had a child who was only three and one-half years old. I asked the chairman of the school committee what I should do about it. He replied, "Let them be, as long as there are seats enough, but do not trouble to teach them anything."

I did not have much time to devote to the wee folks, as I had so many classes that must be attended to, but I decided that if I could make them happy, and teach them to love the schoolroom, it would be something accomplished.

As the warm weather came on, and it

HINTS AND HELPS

grew harder for the babies to sit still, I fitted up a playroom in an unused recitation-room. I collected toys, including a rocking-horse, which was the joy of their hearts, and in one corner arranged a cot. The older pupils took turns in looking after the playroom, to guard against the children's getting into mischief.

I do not mean to give the impression that the children played in there all day. I provided as many exercises for them in the large room as I could, but the playroom proved an excellent place to resort to for a part of each session.

SCHOLARSHIP RACES

WE sometimes have scholarship races which stimulate the children to good work. I put upon the board, in a small reserved space, the names of those who excel in number, spelling and geography. The one who leads his class for one week has at the end a white star. Four white stars make a red one. The race is to see who gets the most red stars at the end of the term. Simple as this may seem, it has often proved a powerful incentive.

Sometimes we have a race of rows. Marking the figures 1, 2, 3, 4 on the board in the morning, I stand ready with chalk in hand and mark a star after the row which is quickest and quietest in getting

CHOOSING DAY

the books out and studying started. There is considerable rivalry to get the most stars.

CHOOSING DAY

I TAUGHT, at one time, in a factory village composed almost entirely of the poorest foreigners. I had first and second grades. The school furnished neither stationery nor report-cards, the latter of which would have been meaningless to the parents had I sent them. My class numbered seventy, and I could not buy reward-cards, though I found the few I gave were appreciated so highly that they were a great help to discipline. Finally, I worked out the following plan:

I rummaged in my own and my friends' attics, and accumulated a quantity of bright bits of ribbon, laid-aside toys (small, cheap ones), picture-cards of various sorts, calendars, old primary story-books and magazines, pictures of great men mounted on cardboard, etc. I bought just a few new penny dolls and writing-pads, some slate- and lead-pencils, and rulers. Twice a month, on Friday afternoon, while the children were out for a brief recess, I arranged the table with a variety of articles, perhaps half a dozen more than the number of children who deserved rewards.

HINTS AND HELPS

Then they marched in and around the room, past that marvelous table, twice, to the music of a mouth-organ played by a nine-year-old Hungarian. (We had no other instrument.) Those who had lost very few marks since last "Choosing Day" sat in the front seats, the best nearest the table, while those who fell below the standard were doomed to watch, with folded arms, while their favored classmates went, one by one, and chose some article to adorn their persons or their homes.

The breathless interest of "bargain day" in the metropolis, or a country auction, was nothing to this. With what awe they regarded the big, covered box in my closet which held the treasures! How anxiously those who were just above the standard watched, for fear their choice would go before their turn came! I did not advise in the least, for I felt it was one of the best opportunities for studying character. And it was pleasant to see how often some selected a little gift for baby or mamma; how the studious child rejoiced in the possession of a book, "all my own," and the neat one treasured a little box.

The element of the unexpected caused both pupils and teacher great pleasure. The performance occupied, perhaps, twenty minutes, and cost about ten cents a month, besides the trouble. And the results—well, if you are situated as I was,

CARD MESSAGES

just try it. It is a very cheap way of gaining a reputation as "Lady Bountiful," to say nothing of more important results.

CARD MESSAGES

I HAD a hundred visiting-cards printed, with my name, at a cost of twenty-five cents. Whenever a pupil has two or more perfect lessons in a day I write the fact on the back of one of these cards for him to take home.

It is surprising how hard they try for the cards, especially since I explained that people use visiting-cards to send messages that they are unable to carry themselves, and so I send my card to tell the parents when I am pleased.

PENCIL CASES

I AM a primary teacher, and when I began my work I had a great deal of trouble about my little pupils' pencils. They are too small to carry the pencils home and remember to have them sharpened and bring them back the next day. I solved the problem by buying some good cotton cloth and making cases, something like those the housekeeper has for silver. I made a case for each child, with his name

HINTS AND HELPS

upon it, and allowed ten or twelve extra ones for new pupils.

I collect every pencil before the children are dismissed for the day. I look them over, see that they are sharpened, and give them out the next morning just after the opening exercises.

TEACHING MANNERS

POLITENESS is learned best by imitation.

A cheery good morning seldom fails to bring a response. Even when a child is late, I say "Good morning." As each child leaves, I say "Good night." I speak each one's name. In a short time many stop to say "Good night." Best of all, many stop to say "Good morning" to each other.

Politeness is mostly habit, and cautious drill is good. Lessons which cause politeness to be ridiculed do harm.

FANCY PAPERS

My pupils enjoy so much having their number-papers cut in various shapes that I think some other teachers might like to try it.

In the early autumn I cut the papers in the shape of a maple-leaf. I make them large enough for written number work, and with stems long and wide enough for the name of the pupil to be placed on one

FANCY PAPERS

side, and the date and grade on the other. I let the children color the edge with a red pencil, making it look more like an autumn leaf. How hard they try to have neat papers and correct work! Either before or after the lesson we talk about maple-trees and write something about them. In the afternoon the children learn to spell some of the important words of our morning talk, as: maple, leaf, red, etc. Often the spelling papers are in the shape of smaller leaves.

One little girl in my class last year was so delighted with this work that for Christmas she made pretty gifts by cutting out of pasteboard leaves like those she had used for number, and pasting sandpaper on one side. The front she colored red and green, and she tied baby-ribbon on the stems to hang them by.

Not too near the maple lesson I continue, from time to time, with the oak and the chestnut-leaf. In November I have vegetable lessons, as the pumpkin, squash, and potato. The children mark the edges of the paper the color of the vegetable, and the eyes of the potato with brown pencil.

At Christmas-time they can have papers cut in many ways—bell, stocking, star, and cross. Their work on Valentine's Day is done upon paper cut heart-shape. Several of these papers tied together, even

HINTS AND HELPS

with red twine, and put into a cover of drawing-paper, marked "To My Valentine," make a nice booklet to take home to mamma.

On Washington's Birthday they hear the story of the cherry-tree, and their papers are hatchet-shaped.

On Lincoln's Birthday I tell them about Lincoln's boyhood, and how, before the open fire, he used to do examples on a wooden shovel, with no other pencil than a piece of charcoal. Their eyes shine with determination to do their work, on their paper shovels, so well that they may be President some day.

Those who wish, have their papers hung upon a wire above the blackboard, where they can be seen by the children and admired by visitors. This paper-cutting does not take very much time, and one is fully repaid in the happiness and interest shown by the little ones. I think the nature and history stories are more deeply rooted in their minds, and I am sure the spelling is more readily learned with the aid of the fancy-shaped papers.

VISITORS

It is a poor school that has no visitors. The teacher should strive to have all the parents come occasionally to the school.

There should be a book kept in which

VISITING SCHOOLS

to put the names of visitors. There should be a reception committee, whose business it will be to receive those who come. There should be a settee to which the committee will conduct any visitor.

Of course, only one member of the committee will receive any one visitor. The teacher will keep right on with his work. At the conclusion of the recitation he will cordially greet the caller.

It is a good plan to signal the son, daughter, or relative of the visitor, and allow them to sit at his side. The school must be drilled so that the pupils do not stare at visitors ; this is very important.

VISITING SCHOOLS

THE importance of teachers' visiting schools in other cities than those in which they teach is generally recognized, but few places have carried out the idea so well and on such broad lines as Minneapolis. The following extract from the annual report of Superintendent Charles M. Jordan shows a most excellent and commendable system which might well be adopted elsewhere.

By action of the Board of Education each teacher was granted permission to visit schools one day in each year without loss of pay. This visiting was to be done under the direction of the superintendent

HINTS AND HELPS

and at such times as he might designate. After such visit each teacher was requested to report in person to the superintendent concerning the results of her visit, and in what way she had received benefit therefrom. There is no question that the plan has been unusually helpful, not only to the teachers recently appointed, but also to those who have been a long time connected with the schools, and I would urge its continuance during the coming year.

The Board also passed a rule by which principals of buildings might, without loss of salary, spend one week in the year in visiting the schools of different cities and inspecting the work.

STARS AND STRIPES

LAST year I used flags for preventing absence and tardiness. In the front desk of every row I fastened a small screw with a ring in the end. When school opened each morning, a little "Union Jack" was slipped into the ring in front of every row in which all the pupils were present.

I think the flags as pretty as the stars; they do not soil easily, and are little trouble.

USING PICTURES

USE OF PICTURES

I HAVE often wondered if other teachers find pictures as valuable as I do. Often, in a reading lesson, where the scene is not familiar to a child a picture will explain the locality much better than ten minutes' talk by the teacher. The other day we were reading about the "Piper of Hamelin," and bagpipes were mentioned. It was impossible to get the real article, but a picture was found to be a good substitute. In our visits to homes in different parts of the world, pictures are invaluable. The Arab becomes almost as real to the child as if he had really traveled to the desert. The camel was so vividly stamped upon a child's memory that when he actually saw one he felt it was not his first sight.

In drawing and painting, pictures are also a great help. The pictures of moonlight on the ocean or lake, and pictures of trees and people, take a place second only to the actual object.

Language lessons from pictures accomplish a two-fold mission, the use of good language and stimulating to keen observation. Often, through the study of a picture, the child is anxious to know something of the life of the artist. This brings Millet, Raphael, Reni, Landseer, etc., within the world of even the primary child.

HINTS AND HELPS

The unconscious influence upon the child cannot be measured. Pictures (without attention being called to them) scattered about the room are, in themselves, an education. Months after, the child recalls a certain picture which reminded him of the scene or event under consideration. Pictures should be frequently put away, and their places taken by new ones, or the novelty will be lost. Every child loves a room full of pictures, and in these days of good reproductions obtainable at a very low price why deny the child?

I have all my geography pictures relating to a certain locality in special envelopes. In this way they are always ready for use. Portfolios can be easily made for pictures relating to reading lessons, general lessons, and art studies. It is not such a terrible task to make these collections of pictures either! It is surprising how quickly they will accumulate after one has made a start.

FLOWER PIT

If you want to see your boys and girls enjoy themselves during intermissions that keep them indoors, supply them with a game of "Flower Pit," yourself the manufacturer. The rules for the game are the same as those of the popular "Pit" game. Instead of the names of grains, mark each

REMOVING INK

card with the name of a flower. Have nine cards of the same flower, and the first one who gets nine flowers all alike calls "Bouquet!"

My game consists of the following flowers, with these market values:

Pansy	50
Daisy	60
Violet	70
Rose	80
Lily	90
Tulip	100

300 marks a game.

REMOVING INK

ACCIDENTS with ink occur so often in the schoolroom that a mode of removing them from articles of wearing apparel will be welcomed. First soak the fabric to be cleaned for two or three minutes in warm water, and wring out all the superfluous moisture. The damp material must then be stretched tightly over a piece of clean white cloth or paper. Pour just a few drops of very strong ammonia on the ink spot and at once begin to rub it with a bit of cotton that has been previously dipped in phosphoric acid diluted in an equal part of filtered water. The pressure with the cotton on the ink spot must be firm, and the rubbing need only be done

HINTS AND HELPS

three or four times. Rinse the fabric carefully in warm water and hang it in the sun to dry. Whether the stain is old or fresh this method is equally efficacious, and it will invariably remove all traces of the discoloration, and that, too, without the slightest injury to even the most delicate material.

KNOWLEDGE MATCHES

A KNOWLEDGE MATCH makes a fine exercise for Friday afternoon. The match is conducted as follows: Have each pupil who is to take part write three or more questions on a slip of paper. The questions should be on some branch of study. Choose sides. Let each pupil draw a slip and from these have them ask questions to the ones opposite them.

Should the one of whom the question is asked fail to answer, then the one who read it may answer. The teacher marks it one mistake for the side that missed. Should neither be able to answer, keep passing the question. If it is answered on the side it was asked, it counts a mistake for the other side. If not, do not count it.

BROWNIE HELPERS

THIS is how I succeeded in making forty young pupils take an interest in music and

BROWNIE HELPERS

learn to read exercises in the different keys very readily.

I made a very large music staff on white paper, allowing fully three inches for each space. Then for notes I made eight cunning brownies, whom I introduced to the pupils as Mr. Do, Mr. Re, etc., pasting



the name of each brownie on his coat in white letters which could be plainly seen. I told the children where these little men lived on the staff (when there were neither sharps nor flats) and pasted each little fellow in his proper place.

By this arrangement the children became so familiar with the notes that they were soon able to read the exercises in the music-books without referring to the brownies.

When we reached the key of C I told the pupils that Mr. Do and all the other brownies with him had to move. The moving of Mr. Do and his friends was great

HINTS AND HELPS

fun, but, aside from the enjoyable feature, the brownies really helped us to good results in music, as a visiting director in music pronounced our work "lovely."

A TIME FOR QUESTIONS

It came to me one day, through overhearing a conversation between two of my pupils in the ante-room, that children are often afraid to ask questions, for fear of being thought stupid, either by their classmates or by their teacher. I resolved to answer cheerfully even seemingly trivial questions. I think I have kept that resolution.

Furthermore, I told my pupils that I intended to set apart a certain time before the morning session, in which I would give any needed help on lessons, or talk concerning any school matter. The arrangement has proved valuable. It has brought about many confidences between teacher and pupil, tending to strengthen the bond of friendship and sympathy that exists in every healthy schoolroom.

COMPLAINTS

WHEN a complaint comes to me from any of our patrons concerning misdemeanor on the part of my pupils, I use a little plan which I have found very help-

THE ENVIRONMENT

ful. If the offence is not of a very serious nature, I send the boy with a note from me to the person making complaint. In it I say, "As soon as this matter is satisfactorily arranged between you and the bearer, Henry Brown, please sign your name below and return the note to me."

I find that this stops difficulties on the way to and from school, and I have noticed that no boy needs to be sent to any one the second time.

THE ENVIRONMENT

If a superintendent makes it a point to find out about the difficulties under which work is carried on in the schools under his charge he is able to gauge the schools at their proper value. There is no doubt that environment is a great factor in the sum total of work achieved. My territory includes both village and rural schools, and while I endeavor to make the studies uniform throughout the town, I do not expect the same results from a school whose pupils, for the most part, are poorly fed and clothed, and live in an influence calculated to undo the good the teacher instills, as from a school composed of children from prosperous, cultured homes. Due credit should be given that teacher who contends victoriously with disadvantages before which others may have gone under.

HINTS AND HELPS

HOME-MADE HEKTOGRAPH

I WONDER if you teachers of small children, and larger children, too, know what a help a hektograph is for school work? I hektograph reading lessons, pictures, composition subjects, examination questions, history topics, and other things too numerous to mention, but which add interest in an ungraded school.

My hektographs I make myself. The directions I found in an educational magazine several years ago. For the benefit of teachers who would like to make one, I copy the directions here. The cost is about seventy-five cents.

The materials required are a pint of glycerine, four ounces of gelatine, and a shallow caramel or flat tin pan about eight by twelve inches.

Dissolve the gelatine in a pint of cold water, then add the glycerine. Heat gently on top of a stove, stirring, so that the liquid may not burn. When it comes to a boil pour it into the shallow pan. Beware of air bubbles. When the contents of the pan are cool, the surface will be smooth, hard, and sticky.

Blocks of unglazed paper especially adapted to hektograph use may be purchased at any stationery store. Use hektograph ink and a coarse stub pen. See

A HEKTOGRAPH

that every stroke of the pen shows a green, metallic lustre when dry.

Write or print the matter to be used, and when the ink is dry lay the sheet face down upon the hektograph, first dampening the surface of the latter with a moist sponge. Press the paper gently upon the hektograph with the fingers, taking pains that every bit of the paper comes in contact with the gelatine.

After leaving the paper for from two to five minutes, peel it off. From the impression thus made reproduce as many copies as may be desired, laying one sheet of paper at a time upon the surface.

My older girls or boys usually do the hektographing for me, under my direction. After as many prints have been taken as may be desired, the surface of the hektograph must be washed with a sponge and *cold* water, until all the purple ink has been removed.

HEKTOGRAPH PICTURES

HEKTOGRAPH PICTURES are not new, but my little folks have enjoyed them so much that I want to call attention to the aid they give.

In the first place, I know very little about art. The eyes of the cats I draw never have the right expression, and my rabbits are quite as likely to be taken for

HINTS AND HELPS

dogs, by my children, as for bunnies. Some misunderstandings of this kind were what made me turn to the hektograph for assistance.

Several of my friends have tried making their own hektographs, but I have never had any great success with those made at home. I prefer to pay a dollar once a year and have a really good one.

I get pictures from everywhere. I trace the outline of any simple picture, from a sunbonnet baby to an American flag. I then transfer the outline to a piece of hektograph paper and trace around it once with a pen dipped in hektograph ink, and from this I print as many copies as I wish.

We always celebrate special days with appropriate pictures. In October we have an outline of the Santa Maria, for example; for Thanksgiving a Puritan boy and girl; for Christmas a candle, a tree, or a star; for Washington's Birthday a hatchet, cherries, etc.

I have collected my available pictures in a scrap book. Sometimes I allow the children to choose what they will have to write or read about.

FRIDAY AFTERNOONS

THE following is one of the plans I have for Friday afternoons: Having three

QUIET DISMISSAL

classes in my room, I am kept very busy all the week; so, in order to review the work in spelling, I appoint two leaders, and these choose sides, taking every child in the room. Then we have a regular spelling match. I keep a record of the ones who stand the longest from each class. This exercise I keep up for five or ten Fridays. Then I have a spelling match for those who stood longest the previous Fridays, and to the winner I award a prize. This exercise has proved of great value, and, as a result, I have a room of good spellers.

QUIET DISMISSAL

EVEN if a class has been quiet through the day, there is generally some confusion during dismissal. In order to avoid this I allow the child sitting most erect at three o'clock to get her wraps first, and, when ready, to take her stand near the door. This acts as an incentive to the rest, and in a few moments the entire class is in line, ready to march out when the bell rings. It is considered quite an honor to be nearest the head of the line, and no one wants to be the last.

READING AND LANGUAGE



SOME GENERAL HINTS

THE chief objects of reading are to get an understanding of the author's thought and feelings and to be able to show his thought in reading his work aloud.

To attain these objects spend a great deal of time each day in word study, concentrating the child's attention upon the word itself: its form, sound, and meaning, that he may be able to associate all three.

Begin with a few words, add new ones slowly, and review often. Have all the new words in the lesson written on the board. Accustom the pupils to look there for something new daily, and reward their attentiveness by an interesting short story, a question, or a stanza of poetry, including some of the new words. Strive to arouse an intense interest in the discovery of new words.

Do not allow the pupils to attempt reading aloud until they have become so familiar with the words that they can call them readily at sight and show that they thoroughly understand the meaning.

As the pupils advance spend more time on the thought expressed in the selection

HINTS AND HELPS

read. Question the pupils about what they read, making sure that they are getting something more than mere words. Have them tell in their own words the stories read, and endeavor to instil into their minds the idea that reading aloud is simply telling another's thoughts in another's words.

It is a mistake to drill too long on one exercise. As soon as the words are readily recognized and their meanings are understood, it will stimulate interest to take up a new selection. Frequent reviews should be given, however. The pupil's interest will be further excited if he is permitted to read interesting selections at sight.

In the reading lesson, in even the lowest classes, always avoid high, harsh tones, and break up that sing-song style so prevalent in many schools. In the lowest classes give careful attention to defects in oral reading. Otherwise, the children will form incorrect habits which will follow them through succeeding years.

See that all pupils take a correct position in reading; have them stand erect.

Insist upon correct pronunciation at all times. Drill frequently upon mispronounced words, using them for review work.

Encourage the pupils to read outside of school, and have them tell in clear, concise language about what they have read.

READING

INTELLIGENT READING

THE teacher notices the readiness with which a pupil talks, and the slowness with which he reads, with wonder; sometimes with irritation. Let him stop and consider the cause. From the moment the child is born, the audible sign of ideas is put before it. A parent remarks that it noticed when she said, "Mary, bring the baby's milk." It started, and showed comprehension, though only a few months old. The child is immersed in these audible signs, and soon learns to use them.

But how is it with the visible signs? Note the difference. Nothing is done with these until the child goes to school—say, at six years of age. Then only a little is done each day. The child appears before the teacher with a book, and names some of these visible signs. The book is shut. The child returns to his seat, and all his experience with visible signs is laid aside. How different from his experience with audible signs!

Evidently the same procedure must be taken with visible as with audible signs. Printed names of objects must be given to him, and he fasten them to the object. Games must be played with visible signs until he has acquired several hundred. With a suitable apparatus this could be

HINTS AND HELPS

done before he goes to school. Here is a new field of learning from the child that is to be planned out for the mother—which she will enjoy, as well as the child.

READING HELPS

BEFORE teaching beginners to read make a list of fifty or one hundred words from the primer, which they will afterward use. Be careful that the list does not contain words which have a somewhat similar appearance, as *cat* and *rat*, *bird* and *girl*, *dog* and *boy*, *little* and *kitty*, etc. In *boy* and *dog*, *o* is the only letter common to both words, yet the general appearance of the two words is much the same. As children, in learning to read by the word method, are not supposed to learn the names of the letters contained in a word until they have been in school about seven or eight weeks, they become confused if two words have a similar appearance, and will not know, for instance, which word is *bird* and which is *girl* when these two words are placed before them. Similar appearing words should, therefore, be kept out of sight for at least eight weeks, after which time the little folks may learn the names of the letters composing the words.

After the simple sounds have been learned, and some phonograms, long lists

THE READING CLASS

of similar words, as *can*, *fan*, *ran*, etc., may be used with profit.

I have found it a good plan, in teaching words to beginners, not to give too many name words successively, but to teach two or three name words, then two or three action words, a few quality words, a few prepositions, etc., then a few name words again, and so on.

THE READING CLASS

To OBTAIN naturalness in reading among young children I call for original dialogues which I reproduce afterward in writing on the blackboard and have re-read.

For instance, two children step before the class and one may ask, "What did Santa Claus bring you?" "He brought me a sled," the second replies. "What color is it?" is, perhaps, next asked. "My sled is red and black." I then write the preceding conversation on the board and call upon two other children to read it. The original dialogue is, of course, delivered with natural expression, and the second speakers unconsciously imitate the tones.

For a word drill I arrange words in two duplicate columns, except that the order of the words is different. Two children, each having a pointer, see who can first

HINTS AND HELPS

point to a word uttered by the teacher. All the class will be attentive, because of the interest in the contest. Another device is to place a number of words irregularly on the board. The children watch in silence while I point from word to word, and then they tell me the sentence made.

For phonic drill I draw a circle on the board and place along the circumference phonic characters, from which the children can build words.

The following is a game that pleases the little ones: I say, for instance, "I am thinking of a word that rhymes with mat." A child asks, "Is it hat?" I reply "No," and at the same time write "hat." I thus form a column of words as each child guesses. If no child guesses the right word, I give it myself to finish the column, and then have each word in it spelled and sounded, thus securing a drill in phonics and in word forms.

TEACHING DEFINITIONS

It is surprising how young children misunderstand even the simplest words and attach an entirely wrong meaning to them. It is also surprising how, if a teacher grasps the situation quickly, matters soon straighten themselves out, and the child puts himself into the new train of thought.

DEFINITIONS

For instance: Last winter my first-grade children were learning

“How can a little child be merry
In snowy, blowy January?”

etc., and I asked what it meant to be “merry.” One little girl said, at once, “Oh, I know! That is what my papa and mamma are.”

I was puzzled as I mentally recalled the little one’s nervous, overworked mother, and the quiet, impassive father. Surely, “merry” was the last adjective I should have used in describing the disposition of either.

Then it all came to me what the child meant. “Oh, I know what you are thinking of, Bessie,” I said, quickly. “You mean *marry*. Yes, your papa did marry your mamma. But we are talking about *merry*. How do we feel when we are *merry*?”

“We were merry this morning,” proudly explained a little fellow, “when we were playing ‘squirrel,’ because we all like to play that.”

“Yes, that is right. And so when you are merry you feel——”

“Happy,” came a chorus.

“Yes, happy, so happy you would like to sing and dance if you were where you might.”

HINTS AND HELPS

"I remember about the 'merry brown thrush,' " said Bessie.

"Yes," I added, "he sat up in the tree and sang. He was happy, because he had a nice little nest with four eggs in it. Now you know what it is to be merry."

RIGHT BOOKS

TO PREVENT the reading of unprofitable books among high-school pupils is a problem which presents itself to every high school. Here, as in some other things, the writer thinks the "Thou shalt not" is sometimes too strongly emphasized. Generally speaking, when that which is wholesome to our nature is presented in the right way, our appetites will develop as fast as we can assimilate the matter.

The writer has always acted on the assumption that the less there is said about bad literature, and the more there is said about good literature, the better. With that in view, he has, at different times, prepared with considerable care short talks on certain books which he wanted his pupils to read.

A brief talk on *The Man Without a Country*, some time ago, brought no less than one hundred requests for the book. On the last day of January of this year, Edgar Judson Ebbels, a public reader, of Montclair, N. J., read to our school from

MAKING BOOKS

the *Pickwick Papers*. The writer asked the librarian of our city library to send to him the number of calls for Dickens' works at the city library during the month of January and the month of February.

Any marked increase in the number of calls during February could very properly be attributed to that talk. The figures submitted below are very suggestive.

	Jan.	Feb.
<i>Barnaby Rudge</i>	4	6
<i>Bleak House</i>	4	7
<i>Christmas Tales</i>	3	2
<i>David Copperfield</i>	7	9
<i>Dombey & Son</i>	3	6
<i>Edwin Drood</i>	2	3
<i>Great Expectations</i>	4	5
<i>Lamplighter's Story</i>	0	1
<i>Little Dorrit</i>	5	3
<i>Martin Chuzzlewit</i>	4	6
<i>Message from the Sea</i>	0	1
<i>Nicholas Nickleby</i>	7	8
<i>No Thoroughfare</i>	1	0
<i>Old Curiosity Shop</i>	5	6
<i>Oliver Twist</i>	4	5
<i>Our Mutual Friend</i>	2	2
<i>Pickwick Papers</i>	7	30
<i>Tale of Two Cities</i>	4	7
<i>Somebody's Luggage</i>	1	1
	<hr/> 67	<hr/> 108

HINTS AND HELPS

THE WRITTEN STORY

I READ a story to the children and have them write it in their own words, telling as many of the facts as they can remember. Then I have them look over their own work and correct mistakes. I look over their work, calling attention to misspelled words, errors in punctuation, capitals, etc.

The children then read the stories. This takes some time if you have a large school, but it is worth the time if the children do their work well.

Some days I read stories and have the children tell them. Again, I will let one pupil read and the others tell the story after he has finished reading. Never let a story be too long. Use one from their readers or some good book. The children will thus learn to express themselves in writing, as well as in speaking.

A RECITATION-BOOK

HAVING quite a collection of select reading, poetry, etc., cut from old journals, papers, and magazines, I decided we could best preserve them for future use in a scrap book.

I obtained an old law book—this was selected because it was large, well bound,

HELPING OTHERS

and put together with strong thread—and carefully removed every other leaf, sometimes two or three in a place, to allow room for the pasting. It was divided into sections, one for Christmas selections; others for humorous, patriotic, pathetic selections.

The recitations were then neatly pasted into the book, each in its proper place. After it is all filled we are going to arrange an index.

The pupils take interest in finding something “good enough” for the book; for, of course, only the best selections are put into it, and those bits suitable for pupils as recitations Friday evenings or for special entertainment programs.

HELPING A LOWER GRADE

SOMETIMES my third-grade pupils write stories for the second grade’s reading lesson. The stories are seldom correct in the original form, but I examine them, mark the necessary changes, and the pupils rewrite them. They are then passed to the second grade to be read. Thus the interest in the reading class is doubled, and the language class has been stimulated to do its best work.

The school affords but one set of readers for each grade, and my ingenuity is taxed to supply at least two lessons a week

HINTS AND HELPS

from outside sources. I often copy stories on stiff paper, cut them up, and distribute the separate paragraphs to the class. I have a set of *Æsop's Fables* that I have prepared thus for my fourth grade.

I keep a sharp lookout for children's stories which, if possible, I cut out and paste on cardboard.

A READING GAME

THE following is a device which has been helpful to me with first-year pupils, both in securing attention in the reading lesson and as an aid to rapid sight-reading. Upon long, narrow slips I print stories, one on each slip, containing the words of the lesson. Then, in the recitation, I put these stories upon the blackboard and give to the child who reads one correctly a slip bearing upon it what he has read. The child holding the greatest number of slips at the close of the lesson wins the game. The children keep the slips until another lesson, when the stories are re-read.

GAMES WITH WORDS

THE effort must be made to immerse the pupil (so to speak) in the sea of words. Froebel invented games for the kindergar-

SCHOOLROOM JOURNAL

ten; these games, while amusing the pupil, taught him valuable lessons, such as courtesy (in observing the rights of others), order (in following a fixed plan), and skill (in applauding the successful one). So, in the schoolroom games may have a place planned to instruct as well as give pleasure. The game described will teach spelling especially; it will also teach the similarity existing among words.

Propose the word *day*, for example; propose to change it (1) one letter at a time, (2) to other real words, and obtain in (3) three changes the word *pen*; (*day, dey, den, pen.*) The same word may be changed to *bet*; (*day, bay, bat, bet*). The three rules given must be observed.

Give *hills* to be changed to *land*.

Give *palls* to be changed to *tears*.

Give *hinds* to be changed to *welts*.

Give *finds* to be changed to *weeps*.

Give *minds* to be changed to *parts*.

Give *bland* to be changed to *train*.

All the above require four changes, one letter at a time; each combination to be a real word

A SCHOOLROOM JOURNAL

LAST year my school voted to keep a journal, and accordingly elected a secretary who wrote in the journal every day.

HINTS AND HELPS

The school is in a quiet neighborhood, but there was always something to write about. Sometimes it was somebody moving in or from the neighborhood, or the death of a well-known pet animal, or visitors in the district. On Friday the journal was read, and the school was very much interested in it.

I cut out pictures, drawings, exercises, etc., and pupils who do good work get permission to make "grab-bag busy work." I take note of it all, and on Friday I have a nice program from it. Occasionally I drop into the grab-bag envelopes containing work for Arbor Day, Memorial Day, Bird Day, etc., thus having material on hand when the time comes.

FROM PORTO RICO

IN almost every reading lesson pupils find some new words whose meaning they do not understand. It is very important that the children learn the meaning of these words, and, most important of all, that they remember the meanings.

In my reading class every pupil has a copybook entitled, "New Word Book." Every day I select a few words the children do not understand well. These are written, with their meanings, in the "New Word Book." Then the pupils make sentences with the words.

LANGUAGE LESSONS

On Friday I divide the class into two groups and give them a word drill. The first pupil in one of the rows reads a word studied during the week, and his companion in the front makes a sentence with the word. Then he reads another new word which the first reader turns into another sentence, and so on, until all the words have been reviewed.

The mistakes are corrected promptly by the same children, and I have found that by following this plan the pupils rarely forget the new words. They become interested in this exercise, and in the reading class they pay good attention when I explain about new words.

LANGUAGE LESSONS

A CONSTANTLY recurring problem is the language lesson for lower primary grades. It cannot well be taken ready-made from a book; it refuses to settle into the easy ruts in which number and reading progress best. To have a useful, interesting language lesson two hundred times a year requires much hard work; hence the need for exchange of suggestions. Here is one:

A second grade recently wrote booklets entitled "The Story of the Week." These consisted of daily sketches of the weather, out-of-door observations, schoolroom hap-

HINTS AND HELPS

penings, etc. For example, Wednesday's story was as follows:

"What a bright, sunny day this is! But, oh, so cold! When the rain stopped last night, Jack Frost came on the north wind. He froze the ground stiff. Harry found a print of the star his rubber boots make in the mud. It was hard, like a stone star.

"There were little threads of ice running zig-zag on the pavement stones this morning. They are crystals of frozen water, just as our quartz is made of crystals. All ice is made of tiny crystals. So is snow; we saw snow crystals last week.

"This morning Alice brought three Indian arrow-heads to school. Her father found them in the woods where Indians used to live. They were this shape



"They were made of flint. You could see where the arrow-maker had chipped the arrow-heads to a point with something hard. Hiawatha used arrow-heads just like this when he hunted the red deer."

These paragraphs were written on the blackboard from material supplied by the class. The children were required to express the story well enough to write; thus

COMPOSITIONS

correction of grammatical errors and careless phrasing became a necessary part of the lesson. It was insisted that related matter be grouped; thus the fundamental idea of the paragraph was taught. All the mechanical details of written prose, the spelling, capitalization, punctuation, and paragraph indentation were explained and drilled upon. The fact that the papers were to be bound at the end of the week, and taken home, proved an encouragement to careful work.

At the end of the week improvement in correctness and neatness in all written work was evident. Besides this, a foundation was being laid for independent composition writing, for these lessons were merely composite compositions.

COMPOSITION WITH PICTURES

For three months my 4B class had been doing reproduction work, with an occasional short composition, on some subject connected with nature study. I feared that they were learning the construction of sentences and careful paragraphing at the expense of originality.

One day, while shopping, I discovered some very small (3x2 in.) copies of the picture, "Saved," and bought fifty of them.

At the last composition lesson these were

HINTS AND HELPS

distributed with the white paper. After the children had examined their treasures (they were as delighted as I had been) I told them that to-day they were going to write an original story about the picture. I explained that if they saw a boy running through the woods there might be many reasons why he was doing so. He might be going on an important errand. He might be going home from school. He might be running after a playmate. He might be running away from some one.

Attention was again drawn to the pictures the children held. I asked them to write what the boy and the dog were doing. Here I was interrupted by the raising of a score of hands. The boys wanted to name child and dog. We decided to make the naming our first paragraph.

The second paragraph told what the two playmates were doing and what happened. The third, how the dog rescued his little master.

We had time at the end of the lesson to read four compositions, and no two were alike.

READING DEVICE

IN my second-reader class, while one is reading I have the others keep the place, and when the one who is reading comes to

WORD DRILL

a word he cannot pronounce, the others who know the word raise their hands, and I call on one to pronounce it.

This holds the interest of the little ones and calls attention to the hard words. I use the device all the time, and it works well.

WORD DRILL

My second grade was weak in word study, so I tried the following plan with good results: One morning I sketched on the board the picture of a tree without leaves. When the children came to the board they thought of words they wished put on the tree for leaves. These I wrote with green crayon, until the tree was full.

The next morning the children were Jack Frost, and with the pointer they showed me words they wanted changed to autumn leaves, naming the word and telling what color they wanted it changed to, while I traced over the word with the color.

Then the wind blew, and each child named a word he wanted blown off the tree, pointing to the word also. In this way the word was named three times, written twice, and pronounced three times, and the children were helped in getting the words.

HINTS AND HELPS

STORY TELLING

I HAVE found the following method of telling a story so successful that perhaps it will help other teachers.

First, I tell the story in the morning. There are always a few children who have difficulty in retelling the whole story. For these I have questions written on the board. Each one (of the slowest pupils) reads a question and answers it. The brightest children tell the whole story.

In the afternoon I read the same story that I tell in the morning. Some of the children who only read a question and answered it in the morning can tell the whole story in the afternoon.

THE LANGUAGE CLASS

THE following is a device I have found helpful in securing attention during the reading lesson. It serves to promote smoothness and good expression in reading.

Write on the board the subject or the name word of the story to be read; for example, *boy*. Ask the children what the story is about. Ask "What kind of a boy?" "Which boy?" Prefix an adjective, descriptive or limiting.

Add the verb or action word, leaving a

ART AND LANGUAGE

space for inserting adverbs. "What is the boy doing?" "What about the boy?" Develop the adverbs by asking how, where, etc.

This plan can also be used when reading books are first placed in the hands of the children.

ART AND LANGUAGE

IN an ungraded school language work can best be given in connection with other studies. In my own school, on Friday, instead of our usual drawing lesson, we study the life and work of some great artist. During the week copies of as many of his paintings as we can find are placed in a special corner of the room. On Friday we spend a few minutes talking about his life, each child contributing what he can. The higher grades then write all they can about him, and the lower grades copy a short account that I have put on the board.

All the papers are pinned up and left until the next Friday, when all, except three or four of the best, are taken down to make room for the new ones.

Every other Friday we have a literary society, which takes the place of the regular language work. The children elect their own officers, and the president appoints a program committee, which makes

HINTS AND HELPS

out a program for the next meeting. We often have visitors, and each child tries to make his story or composition as good as he can, that his father or mother may see how well he can do.

A LANGUAGE PLAN

I THINK it a very good plan for teachers who have no book with which to teach language, as in the second grade, for instance, to have the children use a picture in their reader. I have my pupils take the lesson they have had each day and write a story about it, thus bringing out the thought of the lesson, as well as teaching them to observe the minor points which, perhaps, in their hurry to read they may have overlooked. I always have them write each sentence on a separate line, paying strict attention to punctuation.

BEFORE THE CLASS

I EXPLAIN to my third-grade class that reading is not merely the calling of words, but it is talking. Emphasis should be placed upon the important words.

Before beginning a lesson I have the story told by several members of the class.

I find that having a child come to the front and read facing the class, holding the book correctly, not only secures the at-

DICTION WORK

tention of the class, but stimulates the reader to do his best. It does away, also, with the careless position that so many children take when standing to recite.

When a child reads with apparent understanding, not miscalling a word, etc., I allow him to "stand on the floor." I have found this a great help, as it causes the pupils to be careful.

DICTION WORK

I USED a short poem, "The Wonderful Weaver," as a lesson in dictation. Corrections were made by having each verse written by different members of the class, these verses being criticised by the class, and any necessary changes made directly under supervision.

That drill consumed one whole twenty-five-minute period and ten minutes of the next day's period. The remaining fifteen minutes of the second day's recitation were occupied in another dictation drill, this time by questions, to bring out the thought of the poem and use of words.

The third day was devoted to the answers to the questions and a discussion of the poem. The fourth day's work was to write this poem from memory, the criticisms this time being made from a written copy of the poem that was passed among the pupils, who made their own correc-

HINTS AND HELPS

tions, under the watchful eye of the teacher. All very good "first copies" from memory were made into a booklet with a cover illuminated by a pupil of the class.

I have used this drill in Grades 3, 4, 5, 6, and 7.

WRITING FROM MEMORY

MAY I say a few words in behalf of having pupils write poetry from memory? For spelling or language select a suitable piece of poetry and require the pupils to be able to write it correctly from memory without erasing or re-writing.

At first it will be hard for them to do this, but in a short time you will be surprised at the results attained. Be sure that you do not allow the children to erase or re-write.

Besides learning the poetry, this teaches reading, spelling, writing, neatness, carefulness, the use of capitals and punctuation marks, and cultivates the memory. Thus it aids the child in all his studies. Try it and see.

MOVING WORD GAME

THE moving word game is one of which my little pupils never tire. There is always a look of pleasure on their faces

WORD GAME

when I announce that we will have "to move to-day."

I draw on the board the outline of a house, and place within this outline a number of words, some of which the children know and some of which are new. On another part of the board I have an outline of another house in which there are no words. We call the words in the first house pieces of furniture, and one child at a time is called on to select a word (piece of furniture) and carry it to the new house. He erases the word and writes it in the new house.

When the children are advanced enough to distinguish between nouns (name words) and descriptive words they have houses of two stories, and the name words are placed in the second story, while the descriptive words are placed on the first floor.

WORD GAME

I HAVE found the following word game a very interesting and instructive one for my first-grade children.

When they are able to recognize as many as sixty words I cut little two-inch squares of cardboard and place on each card one of the words with which they are acquainted. I mix with these some new words.

When we are ready for the game I give

HINTS AND HELPS

each child an equal number of words and divide the school into equal sides. I then call for the words in this way: "I want the word that tells the name of an animal that catches mice." The child having the word "cat" raises his hand and is given credit for one. A pupil is appointed collector, and, as the words are used, he collects them. If any one fails to recognize his word, when it is called, or gives in the wrong word, one is taken from his side.

In this way they learn to recognize words rapidly, and also learn the meaning of many words.

THE READING CLASS

I HAVE a third-reader class that is very much interested in the work. I have all the children study the lesson. Then, finding they are probably tired of it, I ask, "What is your favorite paragraph, John?" He steps to the platform and faces the class. All the books are closed. He reads, say, about a squirrel. Then I call upon Mary, and so on. In reading I accustom the pupils to look off the book, to look at their audience, to use their hands for gesture. Sometimes I let all the children read the same stanza, and then have them decide who has read best. I inquire why they prefer John's reading to

INTEREST IN BOOKS

Mary's; thus I get at their ideas of good reading.

The reading class need not be wanting in interest. I observe a few rules: (1) Never correct a pupil while he is reading; wait until he has finished; (2) I will not allow a pupil to read who stumbles, miscalls, and mispronounces; (3) I do not allow pupils to point out mistakes.

My general process is this: (1) The reading lesson is, oftentimes, only a paragraph or a stanza; (2) I insist that they study this so they can utter the words and half the time look off the book; (3) there may be hard words in the next day's lesson; these I write on the board, and the pupils practice saying them; (4) I use "home-made" charts, and on these the hard words are put in columns for the pupils to repeat; (5) I give exercises in sounds; (6) I give sentences to be uttered oratorically, as, "I stand here for freedom."

INTEREST IN LITERARY WORK

ON entering a new school I found that the children knew very little about their library. Being a lover of books myself I began to plan how I could get the school interested in library reading.

Fortunately, the books had been well selected and a great many could be used for

HINTS AND HELPS

text-books and supplementary reading. Not having been used much, they were in good condition.

At my request one of the oldest girls remained after school one afternoon, and together we cleaned the bookcase and recorded names and numbers of books. We arranged them according to subjects, grouping historical, geographical, nature, fiction, etc., together.

After calling the children's attention to the appearance of the bookcase, I talked with them in regard to the care and value of a library.

I selected five books of general interest and assigned a chapter from each to be read by different pupils, telling them that they would be required to give an oral report of the same.

I wrote the program on the blackboard to avoid mistakes as to when they were to report, thus:

Monday morning. Subject, "Cod and Cod Fishing." Pupil, Alfred H.

Tuesday morning. Subject, "The Honey Bee." Pupil, Louisa H.

Wednesday morning. Subject, "Birds." Pupil, Alma Y.

Thursday morning. Subject, "How Matches Are Made." Pupil, Inga H.

Friday morning. Subject, "Raisin Growing." Pupil, Walter E.

As soon as one pupil has reported on

INTEREST IN BOOKS

his chapter, the book is given to another to prepare a report for the following week. Each Friday finds the new program on the board. I encourage friendly strife in seeing who can give the best reports.

The primary children may tell a fairy story or primary history story. (Do not slight the little ones.)

The results of my plan have been very satisfactory, for after a book has been reported upon, the children often ask to take it home, that they may read it for themselves.

The parents have also become interested, as I have overheard several pupils say that their parents are reading the book, or have asked them to give their report at home. This pleases the children, and they are all ready and willing to report, for the greater the interest the greater the success.

We are still "giving reports," and are anxiously awaiting the new library books that we may devour their contents.

SPELLING



THE SPELLING LESSON

THE old-fashioned way of teaching spelling by writing the words twenty or more times and then re-writing every misspelled word fifty times has disappeared, and we must find something better to take its place. I find that the more variety I have the better are the results.

At present I am trying this plan, and as long as it works I shall hold to it: The first day of the week we have a science lesson. If the lesson has been on the pumpkin, I have the pupils make simple sentences, such as:

See this large *pumpkin*.

It *grew* from a small seed.

The seed was planted in the *garden*.

The pumpkin grew on a *vine*.

It had a yellow *blossom*, etc.

We use but one new word in every sentence, and usually make from six to eight sentences.

The pupils frame these sentences and then different ones write them on the board. The others have sheets of paper at their seats, and write the sentences as these are placed on the board. After all the sen-

HINTS AND HELPS

tences have been written, the papers are compared, to see that the work is correct. I go around the class testing each child on separate words orally. We then spell them orally in concert, and now they are ready to write as I dictate.

The next day I give out a list of ten words. I write a word on the board, erasing it immediately, then the pupils pronounce it, spell it orally, and write it on paper. I do this until we have been over all the words. I then rewrite them on the board, the pupils compare the lists. If they have mistakes they copy the words from the board.

The next day they write, as a spelling lesson, our little quotation for the week, such as, "Politeness is to do, or say, the kindest thing in the kindest way," or "The world is so full of a number of things, I'm sure we should all be as happy as kings," etc. This they have already memorized; so, after a little oral drill on the hardest words, I send up a line at a time to the board to write the quotation. We all watch carefully, to see that no mistakes in capitals, spelling, or punctuation are made. After all have been to the board, the children are ready to write the quotation on paper as a spelling lesson.

On the fourth day I give out a list of eight words and the pupils are handed slips of paper, so that they may frame their

UNGRADED SCHOOLS

own sentences. After this is done as a seat work period I give them an oral and black-board drill on the words. Then I pronounce a word at a time, giving the pupils time to frame a sentence for each word. They must see to it that they use no words that they are unable to spell in framing these sentences.

On Friday we either have an old-fashioned "spelling down," or make a black-board list of words beginning with "a" (any letter of the alphabet being used), as *apple, any, awake*, etc. In this exercise I have each child write a word, and we go around the room as many times as we can until our spelling vocabulary for that letter is exhausted.

IN UNGRADED SCHOOLS

THE second- and third-reader classes may be united in one spelling class. The first month give twenty words for a lesson to be recited orally. Drill on sound and pronunciation. The second month give ten words, to be written as you pronounce them. After they are written have the pupils change papers. Then require each pupil to rise, and spell and pronounce all the words on his paper.

The next month give them ten words to write and mark diacritically. By thus alternating the work, the pupil becomes

HINTS AND HELPS

thoroughly acquainted with the sound, pronunciation, and written form of the word.

SPELLING

WRITE the names of the pupils of the class on the board. Every time a pupil has a perfect spelling lesson, a star (say, yellow) is placed with yellow crayon opposite the name. When five yellow stars are opposite the name, I erase and substitute a red star. When five red stars have been won substitute a blue star, and so on.

Another plan is to have a written recitation when the entire lesson is to be spelled.

I keep a record of the spelling until the end of the term, and those who have received one hundred each time I excuse from examination.

Occasionally the children "spell up" and then "spell down." When we "spell up," the pupils recite from their seats. When a pupil misses a word he must stand. The pupil remaining seated the longest has spelled the class "up."

When we "spell down," the pupils go to the recitation seats. When a pupil misses a word he must go to his seat. The pupil standing on the floor last has spelled the class "down."

A SPELLING GAME

FOR SECOND GRADE

I BOUGHT a small cane, and to it tied one yard of baby-ribbon for each pupil, putting each one's name on a calling-card and slipping it to the top of the ribbon. Every time a child has a perfect lesson I slip upon his ribbon a piece of cardboard, one inch square, such as is obtained at printing offices, with "perfect spelling" written on it.

Of my class of twelve, nine have had perfect lessons every day this week. Every fifth cardboard put on I color, which adds enthusiasm, as every child is anxious for a colored one.

A SPELLING GAME

COUNTRY teachers are sometimes at a loss for pleasant exercises. Here is one I have used with considerable profit for Friday afternoons.

The children choose sides, as in a spelling match, and pass by twos to the board, the leaders going first. Then I pronounce a word, and the child who writes quickest, neatest, and most correctly counts five for his side. This is continued until one side has gained fifty or one hundred, as the game has points.

Even the primary class take part and

HINTS AND HELPS

print their words. The game has helped in the spelling department, and the children enjoy it very much.

ANOTHER SPELLING GAME

I CHOOSE one pupil who comes to the front and whispers a word to me. The other pupils try to guess what word he gave me by spelling a word. The one who has given it must say, "No, it is not" (pronouncing the word just spelled), and so on, until the word is guessed. The one guessing the word takes his place in front, and the game goes on. This is a splendid drill for fixing new words in pupils' minds and is an invaluable aid in spelling and pronunciation. We often let it take the place of our regular spelling lesson.

SPELLING FOR PLACE

TO THE teacher who has large classes of little folks to bring to the front of the room to hear recite, the following suggestion for their passing in an orderly way may be helpful:

Class rises at seats, and if the lesson to be recited be spelling, the teacher pronounces a word to be spelled by the one who stands "head" in the class. He spells it and proceeds to the front, each pupil taking his turn in the same way. Again,

SPELLING REVIEW

have them close their books as soon as they rise at the seats and spell any word they may remember of the lesson, then going to class. Dismiss the class in the same manner.

The method can also be applied to arithmetic, reading, etc., and the children like it.

REVIEW SPELLING LESSON

SOME slight variation in conducting a recitation for the little ones is sure to command their attention. The class may imagine that it has a great deal of granite, and that it is going to send some granite blocks to the Western States.

"Let us see how long a train we can make to carry them."

I draw upon a long blackboard an oblong in outline. This is a freight car. "Who would like to place a block of granite on this car?"

Little hands eagerly wave in the air. Some one is selected to come and write any word he can remember in the review lesson. The child calls upon another pupil to come and make a car and fill it (writing another word). This car is joined to the first car, and the game continues. The children are delighted to see how long a train of cars they can have.

HINTS AND HELPS

SPELLING DEVICE

I HAVE found that the oft-repeated charge, "Americans are poor spellers," is only too true. In trying to offset this defect in my school I have tried many devices, but I have found none so productive of good results as the following:

In assigning lessons I choose the most difficult words, have the pupils divide them into syllables, accent, and mark diacritically. Then the words are placed upon the board.

I correct the words, having pupils tell each mistake. When all are corrected each pupil, in turn, stands, and I pronounce several words to be spelled. Sometimes I vary the exercise by having all the words written on paper or slate.

I find that my pupils have improved at least seventy-five per cent. in the last five months in spelling, pronunciation, penmanship, neatness, and accuracy.

A SPELLING DRILL

WHEN I entered school this fall I found a class of pupils ranging from thirteen to seventeen years of age, very ignorant in spelling and language.

I have a little spelling with nearly every lesson, sometimes only a few words, sometimes more, selected from the lesson,

SPELLING DRILL

and written. Pencil and paper are a feature in every recitation; and the commonly misspelled words in every list are preserved and used again and again until they are memorized.

Our language work is nearly all written, and all misspelled words are listed.

At least once a week I have a "black-board spelling match," sending the entire class to the board, and giving out ten words at a time, marking the one that misses the least as the best speller, and the one that spells the longest without missing as "spelling the class down."

The pupils enjoy these lessons and are really improving fast in their ability to spell. Here are two of the results of a dictation lesson from common homonyms.

The wood is hard.

Would you spell Millie?

The tree has very pretty leaves on the bough.

See the girl and boy bow.

The peace is good.

The piece of bread has butter on it.

The hair is oily.

The hare is a rabbit.

It rains in summer.

The reins are long.

The kitten's paws are useful.

The pause is a period.

The blue dress is pretty.

The wind blew.

HINTS AND HELPS

BLACKBOARD EXERCISES

I SEND my advanced spelling class to the board, pronounce the words of the lesson, and, after all are written, let the pupils mark the words diacritically while I hear the next class. Later I spell the words, give the correct diacritical marks, and call upon different pupils to give the sounds, as indicated by the marks.

A SPELLING REVIEW

I FIND the following method very helpful in conducting a review in spelling; it applies especially to classes that are accustomed to write their regular spelling lessons.

In my school I assign from fifty to one hundred words for each review lesson, according to the grade. These lessons are always written. After each recitation I require those pupils who have misspelled any words to write the words correctly on small slips of paper, and to hand them to me. I then make a record of the words in a notebook kept for that purpose only.

As soon as my list reaches fifty, I dictate them to the class. After correcting this work I post it in a conspicuous place on the walls of the schoolroom, each paper having its owner's name and percent-

SPELLING REVIEW.

age plainly indicated. In a review of fifty words I deduct two per cent. for each word misspelled. The day before the review I advise the pupils to look over all the lessons found in the spelling-book since the last review.

This, in a general way, will create an interest in a careful word-study, and further, it will stimulate a desire or ambition on the part of every pupil to have a clear record of 100 per cent. in the coming review.

**ARITHMETIC AND PRIMARY NUM-
BER WORK**

WRITING NUMBERS

I BELIEVE that children should not be made to write figures to designate numbers of which they have no conception, any more than I would make them write words which they did not comprehend. But they can learn to write a number they hear spoken of, and know that it is correctly written, even though they do not comprehend the size. This is the case with adults, also.

First, I give my second-grade pupils practice in writing tens and units in columns. Next, I let them write 100, 101, 102, etc. I start the children, and they go on, without anything being said after the first few. Then I continue with 201, 202, etc., naming the first ten or eleven. This is good busy work; the little folks like to fill their slates. I put on the board samples of the digits, 1, 2, 3, etc., and tell them to "make nice ones, like them." They write up to 1,000.

In a few days they are able to undertake 1,001. Here I find there is a special difficulty. It is of no use to talk "period" to them. I draw two lines up and down the

HINTS AND HELPS

slate of each child and say, "Write 1,000; put the 1 to the left of the line, and put three 0's between the lines, thus" (showing them on the board) 1|000|. Then I give 1,001, 1,002, etc.; showing them how to begin, I say again, "There will be three figures between the lines." This they know from past practice.

Now they are started again, and take pleasure in filling up the columns; they write up to 999,999. They do not know yet how to write such a number as 456,281; but they have an idea of the mechanism of numbers with thousands in them. As they do all this as busy work, I give them practice on numbers like 204, 86, 144, etc. They have been drilled on numbers with two figures; and I am now drilling them with numbers that have three.

When I find they can express themselves with three figures, I try four. I find it a most excellent help that they already know how to do the mechanics of four and five figures. In practicing with four figures I still use the perpendicular line; it is a great help.

After this has been well learned I draw another perpendicular line and set them to writing 1|000|000, 1|000|001, etc., in columns.

I wish to state particularly that I cannot give much time to this class, having

NUMBER DEVICES

four classes in the school. I use this number-writing as busy work. I see the advantage of the two steps; (1) the mechanics of figures, (2) expression in figures of what they think or some one says.

NUMBER DEVICES

Most of my boys and girls walk to school every morning, either on the railroad or trolley road. It is their delight each day to tell how many rails they walked without stepping off. They show the same interest in arithmetic when I place a row of figures on the board, telling them this is a rail, and they are to see who can walk it; that is, add, subtract, multiply, or divide each figure with whatever I suggest, without falling.

To hesitate means to balance themselves, and all try hard to walk it without a mishap. The sure-footed have the privilege of suggesting the figures to be added, subtracted, etc., for the next performer.

We sometimes pretend we are building houses. I write a row of figures like this at the bottom of the blackboard:

5—8—4—3—7—6—9—2—12.

Then we proceed to build as many stories as we like to this foundation, by either adding to or multiplying each figure by the same figure until we have our house

HINTS AND HELPS

completed. This is excellent seat work, as each builder tries to excel his neighbor architect's work in height.

I inspect the constructions at noon time and mark all weak places (mistakes). The given foundations, built to the third story with the fourth line of tables should look thus:

80	—	128	—	64	—	48	—	112	—	96	—	144	—	32
20	—	32	—	16	—	12	—	28	—	24	—	36	—	8
5	—	8	—	4	—	3	—	7	—	6	—	9	—	2

ARITHMETICAL SIGNS

For teaching the signs \$ and c. I tell the class that we are going to play store, and ask the pupils to bring to school small articles for "stock." I contribute also, and then I place the articles on a desk or shelf. We decide on the prices, and, having shown the little ones how to make the signs, they proceed to manufacture the price-marks. Each child is given a piece of stiff paper on which he prints the amount told him by the teacher, as, 49c., \$4, etc. Only cards showing careful work are accepted, and such are pinned or fastened with string to the article. Provided with leather "pennies" the pupils buy and sell, combining instruction with pleasure.

NUMBER WORK

* NUMBER EXERCISES

THE "15-puzzle" box will be found an excellent medium through which a variety of exercises for seat work may be carried on. Some teachers may, perhaps, never have seen this puzzle, but it can be made at home by the exercise of a little ingenuity.

Out of thin wood or heavy cardboard fashion a box four inches square and half an inch deep. Into it put fifteen wooden blocks, each one inch square and half an inch thick. Write on each block a number, the first being 1, the second 2, etc., up to 15. The extra space in the box affords means for changing the position of the blocks by slipping them about without removing them from the box.

Let each pupil be provided with a box, or have several boxes where the children can get them when they are not busy. For very young children the figures may be copied or arranged in the box according to a design made on the board by the teacher. Furnish boxes of objects and ask the children to find as many beads as the first number means, as many spheres as the second number means, and so on.

The more advanced classes may be asked to subtract one or add two to each of the numbers, writing the examples on paper. The numbers may be placed in the

HINTS AND HELPS

boxes in any position and added from right to left, from left to right, or up and down. A good review of the tables could be made by multiplying one number by the one directly beneath it.

Encourage the pupils to make as many combinations as possible, each day creating new ones. This will benefit the children much more than copying examples from the board. They may also be taught to make up little examples about the numbers. These can be written, exchanged, and solved.

A NUMBER BATTLE

I HAVE a "number battle" that I use in the second grade to teach and fix the arithmetical combinations. About ten minutes a day devoted to this game will bring about decided improvement in the written arithmetic work.

I divide my school into two parts. The first three sections are the Reds. The other three sections are the Blues. A teller is chosen on each side who keeps account of the points for his side. I set a limit beyond which they cannot go, as, for instance, addition and subtraction below 20.

A child on the Red side starts the battle by giving a combination, as $9 \times 7 = ?$. A child on the Blue side answers, giving the product only. This counts one r the Blue side. Another child on

PRIMARY NUMBERS

side now gives a combination to one on the Red side. Thus the game continues, a product and a combination being given on each side. If the child called upon fails in answering, or gives the combination and product instead of the product only, it counts one point for the other side. If he gives a combination beyond the limit set it counts against his side. Inattention and slowness in answering also count against his side.

At the end of the lesson points are counted, and the side having the greater number of points wins the battle.

This game teaches attention, quickness, and accuracy.

PRIMARY NUMBERS

WHEN I first taught I tried to teach abstract numbers, as $2+1=3$, etc. But now, after the children are able to make all the digits, I tell them stories and they write down the numbers and then the answer, as, "I had 2 balls and I bought 2 more; how many had I then?" The children write

2
down $\frac{+2}{4}$. I teach them the four combina-

tions at once, as, $\frac{3}{4} \frac{1}{4} \frac{4}{3} \frac{4}{1}$ and

are to keep their minds to stay.

HINTS AND HELPS

NUMBER FOR SECOND GRADE

CLASS at the blackboard. Place points one foot apart.

Let the teacher test the distances and pupils make corrections. If necessary have the entire class place points again.

Next, draw a line connecting the points.

"What have you now?" "I have a horizontal line one foot long"—or a vertical line, as the case may be.

Divide the foot into two equal parts.

How many inches in each part?

Divide into fourths. How many inches in one-fourth of a foot?

What is two-fourths called?

Draw a line one foot long. Divide it into three equal parts. What is one part called? How many inches in one-third of a foot? In two-thirds? In three-fourths?

MERCHANTS' GAME

I DIVIDE the children in the arithmetic class into two groups, one representing the merchants of the town and the others their bookkeepers.

Each merchant stands in front of the blackboard with his bookkeeper beside him, and I give them a business problem.

Immediately every bookkeeper is solving it for his employer, who is interested

TRAINING THE SENSES

in the process, because if he is able to find a mistake he must correct it. He shows he approves what is done by his bookkeeper. If there is any mistake I know that neither merchant nor bookkeeper knows how to solve the problem.

In a moment the mistakes are corrected, and for the next problem the *merchants* are *bookkeepers* and the *bookkeepers* are *merchants*.

I have found that this method furnishes an incentive, and the children work with ease and pleasure.

TO TRAIN THE SENSES

TAKE the large figures found on calendars and mount them, forming such combinations as

$$\begin{array}{cccccc} 29 & 68 & 30 & 53 & 6 & 8)72 \\ +7 & +7 & -5 & -8 & \times 9 & \end{array}$$

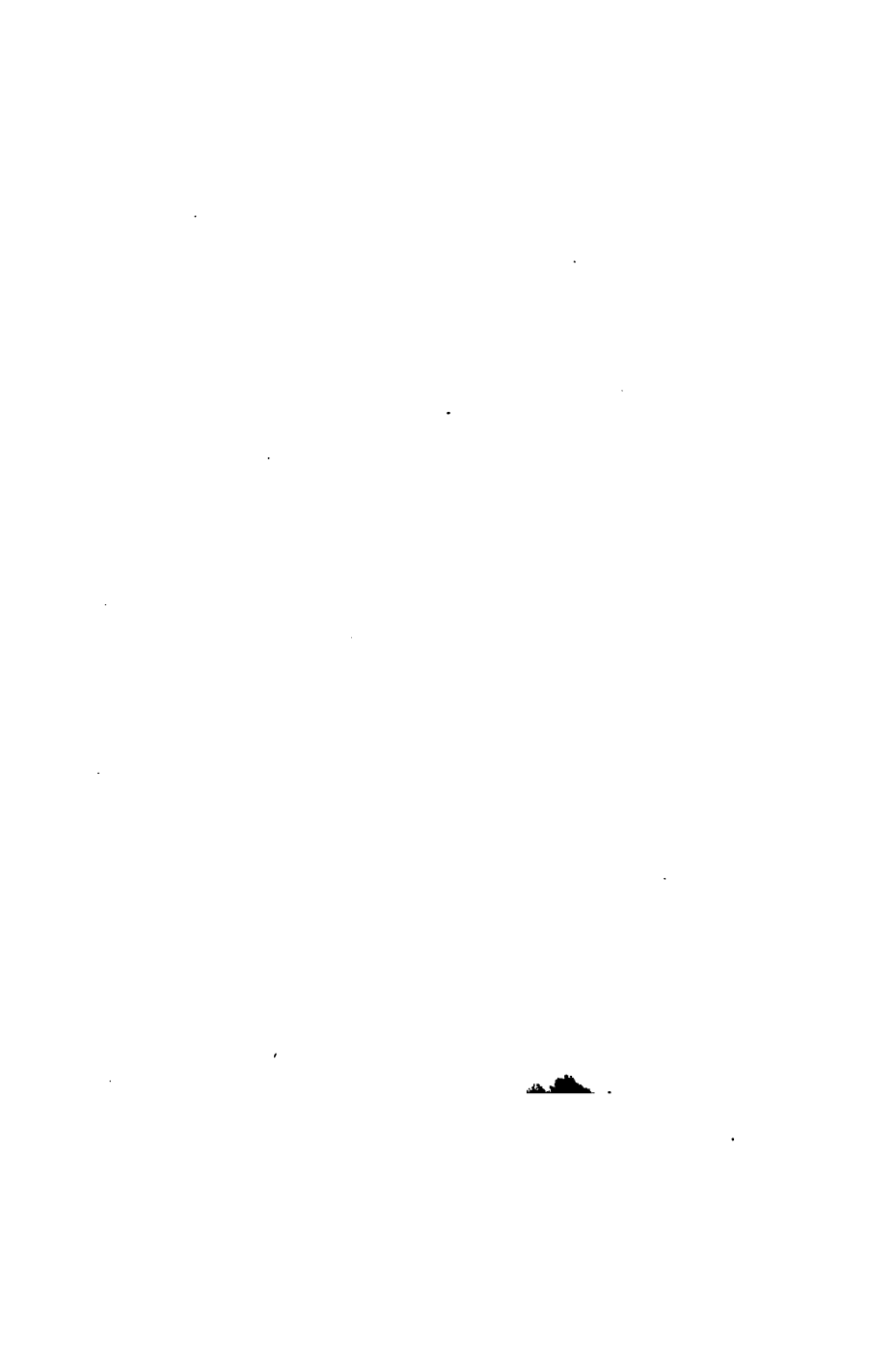
Hold up a card with one combination for a second, and then withdraw it. After the answer is given, the other cards are used in the same way. The drill may be varied by having the class state the combination, as well as the answer. This concentration fixes the combination in the child's mind.

In preparing for a reading lesson write on the board a phrase such as "standing

HINTS AND HELPS

guard over her nest all day." Allow the pupils a "snap shot" and then cover up or erase the phrase. With practice they learn to grasp a long, difficult sentence with great accuracy.

HISTORY AND GEOGRAPHY



LITTLE JOURNEYS

It was a problem how to interest my beginning class in geography. We talked about the schoolground, township, and the localities that we could see. We had a lesson on rock, and one on coal; but when we had exhausted these subjects the problem of keeping up the interest confronted me.

This plan proved very successful. First, all children must close their eyes and "go to sleep." Then I read or told them of the river, mountain, country, or whatever I wanted them to know about. They would be dreaming, of course, and the next day some pupil would relate his dream to the class.

Each pupil who did not "peep" or "wake up" before the signal, "Open eyes," was rewarded by receiving a little ribbon badge.

When I was ready to teach river, lake, and island, peninsula, and so forth, I took the children out to a brook nearby and pointed these out to them. They remembered the differences between island and peninsula, isthmus and strait, much better

HINTS AND HELPS

than if they had committed the book definitions.

MOLDING A CONTINENT

THERE are many teachers who would like to try molding in their schools, yet do not know how to make the trial. The directions given below will afford a good basis for a start, and from the practice gained thereby the teacher will gain sufficient experience to continue the use of molding with his classes.

Have a box five feet long and four feet wide made by taking five lengths of board one foot wide and half an inch thick. Place these side by side and fasten them to a batten placed beneath. Around the edges of the boards nail strips half an inch thick and one inch and a half wide. The strips will thus project above the bottom one inch.

The box may be placed on a table or desk, and slightly inclined. Place in it about a half bushel of moist loam—not too moist; as it would then stick to the fingers, but with moisture sufficient to render it capable of retaining any shape into which it may be molded.

Take for the first trial South America. An outline may be drawn, and the loam filled in between the lines; or, better still, let the outline be formed as follows:

GEOGRAPHY INCENTIVES

gresses. The pupils should do the work with such assistance as is necessary from the teacher. Have a wall-map in sight of the subject in hand, also the relief-maps to be found in most geographies. Let mountains and rivers, lakes and plains, be represented by the appropriate elevation, level, or depression in the loam. Kindle enthusiasm by asking one pupil to bring some saltpetre; another, cayenne pepper; others, coffee, berries, wool, pieces of iron, gold and silver foil, or paper, cotton, leather, tobacco-leaf, glass, to represent diamonds, spices, etc. Let the pupils place these in their proper localities upon the molded continent, and South America will become real to them.

GEOGRAPHY INCENTIVES

I WONDER if there are other teachers who, like myself, have felt that the asking of questions on the map was so much time that could be better used? I find that by allowing a pupil who is capable of reading the questions and determining if the answers given are correct, a new interest is created, and that seeming waste of words on my part means a showing of great self-confidence on the pupils' part. They glory in asking one another questions that may puzzle.

Boys and girls have become rather

HINTS AND HELPS

critical map-drawers by having their maps of the week put on exhibition every Friday afternoon. Each map is numbered, and they vote by numbers as to whose drawing is truest to the map given in the book.

My decision is always asked for afterward, but I seldom find it necessary to dispute their decision.

The best maps are cut out and decorate the top of our blackboard.

GEOGRAPHY GAMES

1. LET two children come before the class and cross-question each other until one fails. Then let another take his place. This makes the pupils think quickly.

2. Let the pupils choose sides, as in a spelling match. Question rapidly from side to side, and let pupils pass to seats when they fail.

3. Let them choose sides, as before. If one fails, the one who answers has the privilege of choosing one from the other side. If two fail, the one who answers may choose two, etc. If the question comes back to the side with which it began, nothing is gained by either. This is better than No. 1, in that it keeps all on the floor; but both are good for Friday reviews.

4. Hang up a map of Europe, Asia, or of any grand division or country the class

ESKIMO LAND

has been studying, and let some member of the class stand before the map with a pointer, ready to find any city, river, lake, mountain, sea, strait, etc., that the pupils may ask him to find. Failure to locate any city, sea, etc., on the part of the pupil at the map forfeits his place to the one who asked the question. The one securing the place at the map should, of course, on taking his place, point out the answer to his question.

5. Put an outline on the blackboard, and let the recitation be made from that. Assign one topic to each pupil at the beginning of the recitation, or number the topics or pass numbered slips, letting them draw. Example: Illinois, boundary; Indiana, capital, etc.

A TRIP TO ESKIMO LAND

My little folks in the kindergarten have had a very enjoyable time in Eskimo land. We first took an imaginary trip to the cold country of the north, went into their "igloos," dined and spent the night with them, so as to know how they slept, then watched the building of one of their houses.

For seat work the children cut out little "Agoonack," her dogs, a seal, a white bear, and the little Eskimo houses which I had previously sketched; then with these

HINTS AND HELPS

as copies they drew the objects themselves and cut them out. With the seeds and half-rings they made Eskimo houses on their desks, and with pegs told the story of their trip to "Eskimo land."

We have a "cozy corner" in our room, and I tacked cotton batting to the sides of the wall and put it over the shelf, then made mountains of it. Out of paper I cut little houses and marked them to resemble bricks of ice. From stiff pasteboard I cut Eskimo children and a papa Eskimo with a spear; also an Eskimo in a sled taking a ride.

The children enjoyed this corner very much, and never tired of standing there and telling each other the story of little "Agoonack," taking imaginary trips to visit her.

TO FIND THE NORTH

GET the number of hours from midnight, divide by 2 and point the hour at the sun, so that the shadow of a match or lead pencil falls directly across the center of the watch. Thus 12 o'clock will be north, 6 south, 9 west, and 3 east. Suppose it is 9 a. m. The number of hours from midnight is 9; one-half is $4\frac{1}{2}$; point 4:30 at the sun, so that the shadow of a match or lead pencil falls across the center of the watch, and 12 is north, 3 east

GEOGRAPHY CONTEST

and 9 west. Suppose it is 6 p. m. The number of hours from midnight is 18; one-half 9; point 9 at the sun and 12 is north, 6 south, 3 east, and 9 west.

When the sun is hidden on a cloudy day, take a lead pencil or stick that is well sharpened and place it on the thumb nail. By looking closely you will see a faint shadow, which will give you a very good idea of the direction of the sun, and may be useful to one lost on a cloudy day.

A GEOGRAPHY CONTEST

At the beginning of the study period for geography I announce to the children that we will "geography down" in class. The contest is conducted in the same manner as a spelling match, questions taking the place of words.

I vary the method, sometimes, by asking the children to think of the questions. This contest has never failed to arouse the pupils to greater effort, and even the least ambitious pupils show great interest in trying to prepare the lesson well, and so gain a victory for their side.

TWO ENJOYABLE GAMES

HERE are two good geography games for Friday afternoons:

Two leaders are chosen, who each select

HINTS AND HELPS

in turn until all the players are taken, and are formed in lines facing each other. The leader on the other side immediately names a sea, beginning with the chosen letter, and each member of his side gives one in rapid succession. If there be a pause, the leader of side No. 1 counts ten rapidly, and if the answer is not forthcoming by the time he finishes, the one who has missed takes his seat. Next, the leader of side No. 2 calls out some piece of land, as mountain, state, county, etc., and a letter; those on the opposite side answer in the same way as before. That side wins which has the largest number of members left standing. This is a short game, and can be played several times in half an hour.

Another game is played by each pupil's taking pencil and paper, and in a given time, say, five minutes, writing as many geographical names beginning with a certain letter as he can remember. When the time is up, each player reads his list, and any name that he has, and the others have not, counts as many for him as there are players besides himself. When all have read, the one who scores the greatest number wins the game. If, during the reading, any name is challenged, and the writer is unable to describe it, if it be a river, sea, bay, etc., or locate it, if it be a city, town, or cape, every other player counts one.

HISTORY AND ORDER

HISTORY AND ORDER

ON first entering the school of which I have had charge the past term I had considerable trouble in keeping my room orderly. I adopted the following silent plan: I first explained the great need of orderliness in battles; then I concluded by stating that to the side of the room showing itself most orderly I would give the name of a victorious general or vessel, but the side opposite should have the name of the one defeated. These names were written at the top of the board in colored crayon on corresponding sides of the room. When both sides were orderly names were given where the battle was a draw, thus leaving no room for remonstrance.

I found this plan a very valuable one, for it stimulated the study of history and current events in very young pupils.

After time had been given for sufficient research, these names furnished material for little talks or discussions. Dates and anything else of importance attached to the names were brought out.

GEOGRAPHICAL GAME

HAVE the pupils choose sides. One of the leaders gives a geographical name, and the teacher counts ten rather moderately.

HINTS AND HELPS

The leader on the second side must, by the time "ten" is called, give a geographical name beginning with the last letter of the one just given. Then one from the first side must do the same, alternating sides as in a spelling match. For example: Leader No. 1 gives Turkey, the next gives Yukon, the next Naples, the next Scituate, and so on. Failure to give a word correctly entitles the leader on the opposite side to choose one pupil from the side making the failure.

TALKS IN HISTORY

I HAVE tried this plan in my history class: Write a story outline of the lesson on the board, leaving blanks to be filled by the pupils. Have each child copy this and hand it in as a written lesson. Then, to vary the exercise, call on the pupils to fill in the blanks.

My class take great interest in this mode of hearing the lesson, and I always get better results from it than by asking the questions from the book. I think it best never to ask questions laid down in the book until after the teacher and pupils have talked about the subject in a free and easy manner.

A SCHOOL CALENDAR

A SCHOOL CALENDAR

MY pupils scan old histories, almanacs, or any books in which records of great events may be found. We discuss these daily, and I make notes on small strips of paper. The strips are pasted on a large sheet of thick paper, 40x12 inches, which we keep pinned to the wall. As soon as the paper is filled, another replaces it.

The pupils copy the notes into a book kept for the purpose. It is surprising the amount of useful information that is thus learned, and the great interest taken in this work.

ANIMAL ZONE CHART

WHILE studying zones, my third grade enjoyed making a zone chart of animals.

We cut a large circle of white cardboard about two feet in diameter, and drew the necessary lines to show the boundaries of the different zones.

I requested the children to bring all the pictures of animals they could find. They cut these out neatly, and the next morning we had polar bears, wolves, tigers, monkeys, and, in fact, animals enough to supply every zone.

Then we pasted them in the zone to which they belonged, and the children spent every

HINTS AND HELPS

spare moment at noon and recess in looking at the chart and naming the animals that inhabited each zone. In this way they learned the names of the animals and the zone to which each belonged.

FLAG EXERCISES

PROVIDE pupils with packages of small flags of all nations. These may be purchased in large sheets for a small sum. Let the children cut them out and paste them to sticks.

Speak of flags in general; the meaning of flags of plain colors and the signs for which they are used, the white flag as a token of peace; red for war or danger; yellow for sickness, etc. Give the history of our flag.

Show the significance of the flags of different countries; how they should be treated; when they are raised; when at half-mast; why used on vessels.

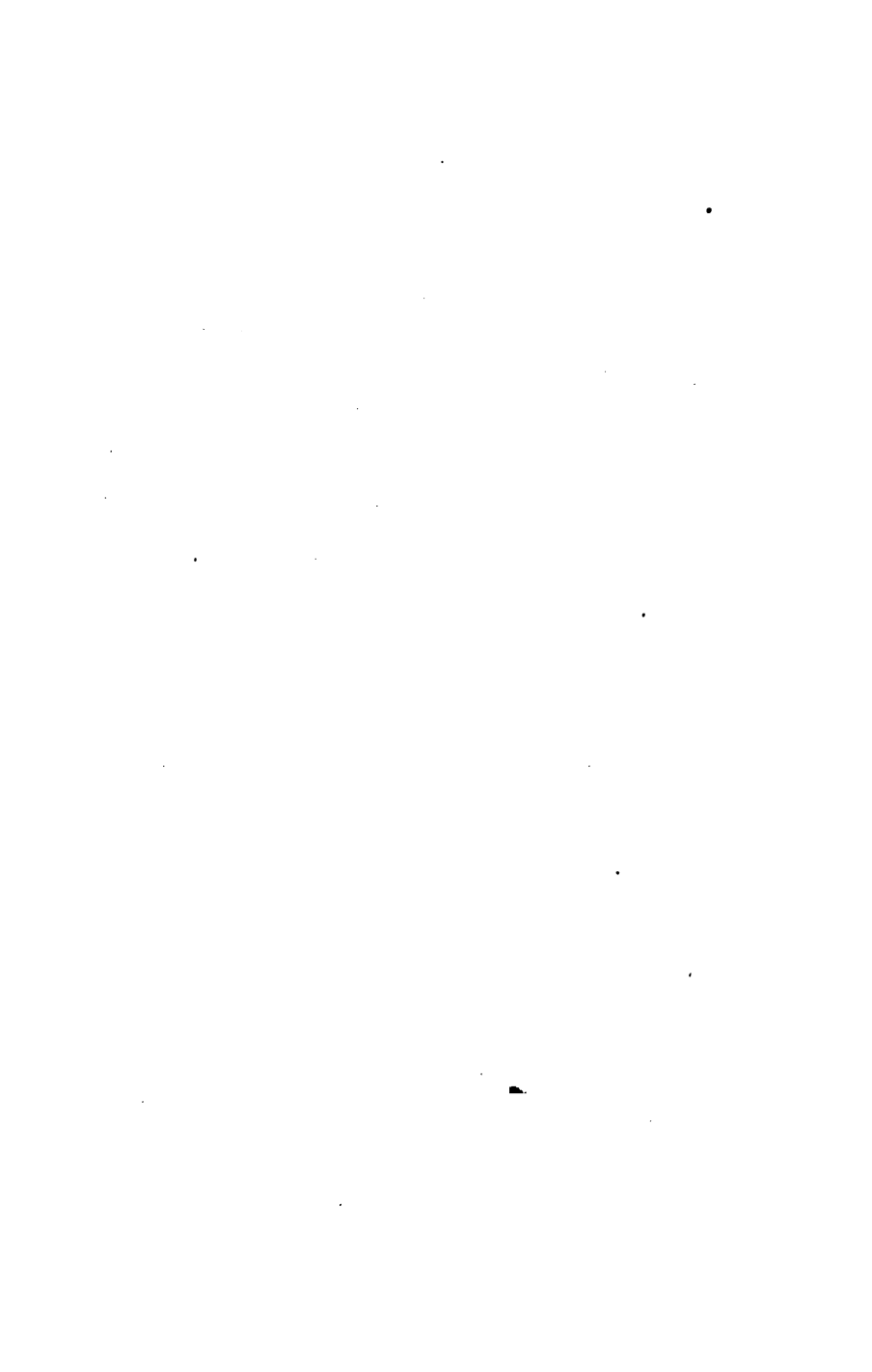
Take the countries the children know most about, or are likely to be most interested in, and speak of the people, the climate, productions, etc., holding up the flag of a country at the time it is talked about. Give a country, or let them choose one, to look up facts about, for a succeeding lesson.

In review, ask for a certain flag and have all hold it up, pointing out the

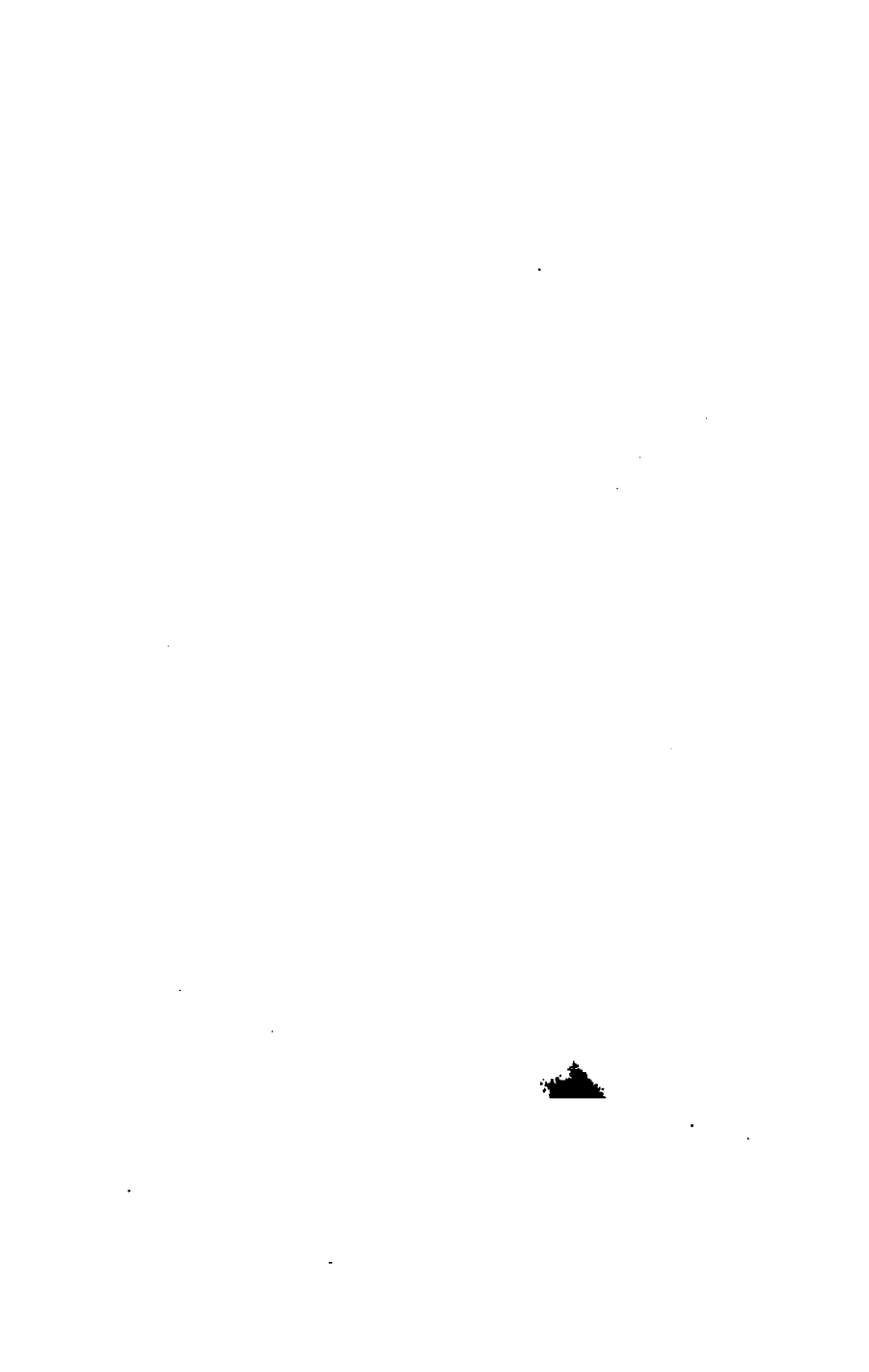
FLAG EXERCISES

country it represents on the map, and each pupil telling some fact concerning it. The children may pretend they are on board ship under a certain flag; describe of what their cargo consists, where they are going, what will be their return cargo, etc.

The teacher may give the peculiarities and the children guess the country and raise its flag, or a story may be told of an imaginary trip around the world, and as each country is mentioned its flag may be displayed.



NATURE STUDY



NEAR TO NATURE'S HEART

THE three R's may become tiresome after months of study, but there is one part of the modern curriculum that never grows dry. During the longest term Dame Nature never ceases to ring her changes upon garden, field, and forest; and the child whose eyes and ears have been opened to observe the wonders taking place around him will wax enthusiastic over his daily nature lesson.

Days may come and days may go, but the more the child's dormant faculties have been developed the oftener will he find enough to send him hurrying to school bursting with excitement over some unexpected development in nature's workshop. School days, vacation, and life itself will be cheered and sweetened for teacher and pupil by living "near to Nature's heart."

ANIMALS IN SCHOOL

ANIMALS in the schoolroom are sometimes thought troublesome and unnecessary. Pictures are less so, and are more easily but the subject should be

HINTS AND HELPS

looked at from the child's point of view. The child does not take the same interest in a picture as in the real thing. It is the action, the life of an animal that most appeals. You may talk of the grasshopper and show pictures, but the children remain listless, uninterested, until the insect itself appears. Then every child is alert, and ready to take part in the lesson. He is anxious to count the number of legs, the parts of the body; in fact, to make all observations which before were more or less of a task to him.

If animals are to visit in the schoolroom they must have suitable places prepared for them, so that they will not cause disorder or disturbance.

September is the time to study the preparation of insect life for winter. The sand-table is soon converted into a miniature meadow for the grasshopper, by removing the sand and placing pieces of sod in its place. Tack uprights at each corner of the table and cover with netting in the same manner as a mosquito canopy is put over a bed. Dark-colored netting is best, as it is more easily seen through. In this place a number of grasshoppers. They may be kept for a week or two and ample time be given for the observations of the pupils.

This same home may be made more comfortable by adding fresh terrariums.

ANIMALS IN SCHOOL

food. If fortunate enough to have them spin their cocoons while in the room the children will indeed be delighted.

A tame rabbit or squirrel will soon be at home in the schoolroom. The squirrel must be kept in a cage, but the rabbit will give no trouble if allowed to hop about the room. In the fable of "The Hare and the Tortoise" the names *rabbit* and *turtle* may be substituted and these animals brought into the room. Have the children note the difference in the movements of the two.

A wild rabbit found his way into the cellar of our school. We placed him in a large box and kept him in our room for a day, but did not find him as satisfactory as a tame rabbit, because of his shyness.

The dog and cat are familiar to all children, yet special lessons on these may be given, calling the attention of the children to new points of interest in their old friends. Then, too, they may be introduced when a reading lesson is to be given on either animal. Whatever the story in the book, the visiting dog may be made the hero and the new words developed so that they are associated with him. Thus, life and zest are given to the story of the book.

When birds are studied, any caged bird may be brought into the room. In some rooms of even temperature a canary may be kept near round.

An a possible in every school,

HINTS AND HELPS

and is very little trouble if a large globe be used and water-plants placed in two or three inches of clean sand. The water will keep clear for a long time, a little being added occasionally to replace that which has evaporated.

At Easter time in one primary room of our school a chicken-coop was made in which a mother-hen with her brood was kept during the week. Corn-meal mixture was fed to them, and they seemed perfectly contented with their new surroundings.

The use of animals is a valuable aid in the written language of the lower grades, giving life and vivacity, while the use of pictures gives sameness and lack of life.

The animals mentioned were used with a first-grade class, with oral and other written work on the animals. Words not in the writing vocabulary of the children were written on the blackboard by the teacher when needed, so that fluency of expression should not be checked.

HIAWATHA BIRD BOOKS

I WAS surprised to find, when the birds began to come back to us again, that, although the children knew from the chirping, that they were again about us, few knew any of them by name, and the order of their coming.

One little boy, when as

BIRD BOOKS

first bird to come to us in the spring, answered, "The whippoorwill."

This was a bad state of affairs, but I knew that no amount of drill would accomplish my purpose, so I led the children into making their own efforts.

They had been reading of Hiawatha, and how

The little Hiawatha learned of every bird
its language,

Learned their names and all their secrets,
Talked with them whene'er he met them,
Called them, "Hiawatha's Chickens."

and each child, when the idea was suggested, was delighted to play the part of Hiawatha himself.

We made little booklets by cutting white unruled paper into pieces 7x5 inches, and covering them with pink cardboard. These we tied together with pink ribbon, so that they would open easily. On the back was written the title, "Bird Book," and the quotation from Longfellow, and each child was given a picture of a bird, which was pasted on the cover. We used the smallest Perry Pictures for this.

Inside, the children were to record the birds they saw each day, with a full description of each species.

The ability of the pupils increased, until
owa of the season they illus-
te s with some drawings of

HINTS AND HELPS

birds' bills, feet, and bodies, and with pictures of birds cut from magazines.

By the time the birds of the last wave were here, such as the humming-bird, oriole, and whippoorwill, our little Hiawathas had "learned their names" and many of "their secrets," and I believe each child spent a happier summer because he knew something about our bird neighbors

A SCHOOL MUSEUM

WE have been making a museum in our school for the last three years. My pupils are very enthusiastic over it. We think we have a very interesting collection already, but we are all the time on the lookout for something new.

Everything we have is labeled, and we keep our collection in an old bookcase with glass doors. Perhaps there may be some teachers who would like to know what we have in our museum. This is the list:

Grains.—Wheat, barley, oats, corn (also corn in husks), rice both hulled and unhulled.

Edible Seeds, Fruits, and Roots.—Coffee berries, cacao beans, vanilla, mustard seed, ginger root, clove, nutmeg, away seed, coriander seed, cinnamon, tea, nutmegs.

Woods.—Elm, birch, black
lar, lin * dar (piece of

WEATHER CALENDAR

mahogany, California redwood, maple, oak, pine.

Other Products.—Castor bean, cotton boll, flax plant, flax seed, camphor, rubber, resin, gum tragacanth, wood pulp, sweet gum, raw spruce gum.

Products Suitable for Clothing.—Silk cocoons, raw silk, silk fabric, velvet, satin, wool, yarn, woolen fabric, horse hair, felt, angora hair, camel hair, cotton, cotton yarn, calico.

Minerals.—Sulphur, flint, marble, rock salt, quartz, asbestos, pumice stone, gold ore, limestone, sandstone, granite, gneiss, graphite, bituminous coal, anthracite coal, coal tar, coke, petroleum, paraffine.

We are finding new things for our museum constantly. Whenever a pupil brings us a new specimen we immediately set to work to find where it is obtained, what it is good for, etc. How much boys and girls enjoy making collections, and learning about them, only those who have tried to make a school museum really know.

A WEATHER CALENDAR

INSTEAD of pictures arranged for the days we often make a weather or sunshine chart. For sunny days we draw a yellow circle with an arrow through it, indicating the direction of the wind. Cloudy days are indicated by grey circles, sunny weather by yellow circles.

HINTS AND HELPS

white, etc. To-day we have made a yellow circle for sunshine and inside that a red one, to show that it is a "red-letter" day (Presidential election).

SOME APPLES

JIMMY REYNOLDS ate his on the sly and was banished to the teachers' private hall, to meditate on his sin. The rest of us placed ours—all rosy and shining—on the desks for a little apple talk. I had one on my own desk. Pietro Leureaux polished his so long and so well that I guessed that his father was a fruit vender. Sure enough, he is, and Pietro took his initiatory degree when he was a baby crowing in his mother's arms.

The first thing we talked about was the stem-end, and how remarkable it was that on such a slender thread a heavy ball could stay so long, often in heavy gales.

This gave me a chance to tell about Sir Isaac Newton and the apple. (Teachers learn to hang things on every convenient hook.) The children thought it very strange that people didn't know about gravity before Newton's day. To stir up a feeling of good-will, I let the children drop their apples to the floor. This impressed the idea of gravity, and the fun was so exciting that I was forced to impress another kind of gravity on them.

SOME APPLES

my method was quixotic, but we do things in our room and like it.

We next discussed the flower-end of the apple, and we tried to picture a pink apple-blossom on the end of the fruit.

Then I let all those who had knives pare their apples; we talked about the reason for a skin and the differences between skins, some being tougher and oilier than others, so serving as better winter protectors.

Those who understood the knack broke their apples over their knees to get at the cores, and others used their rulers to force the fruit apart. We examined the cartilaginous cells and the black seeds, and roguish Ben Brown said he had a very funny seed inside his apple. He brought it to me on a piece of paper, and I saw a fat, crawling worm. Ben said there wasn't a hole in that apple where a worm could crawl in, so that gave me a chance to tell about eggs that are in the blossom and hatch out worms in the seed after the blossom has ripened into fruit.

We talked about the climates where apples are found, of the fun that boys and girls have roasting apples and seeds, and several farmer boys gave us a list of names of apples that grow in their fathers' orchards.

I let the children name their apples and count ds. I even stepped beyond the

HINTS AND HELPS

bound of dignity and permitted roguish Ben to name mine. I received my reward when my seeds assured the school that I loved a nice boy in my room very much, which was true.

This was a Friday afternoon treat, and when the children went home munching their apples, with their faces as rosy as the fruit, my conscience was clear. We had had a good time, and had learned a few things. What more could you ask Miss Prim?

FLOWER BOOKS

WHEN the warm spring days began to come to us again and the woods were alive with flowers, I found that the bright eyes of the children were searching out the wild flowers, and even before I realized it was time for the violets and forget-me-nots, they were gathering them and bringing in handfuls each day. They seemed to enjoy gathering them so much that I wondered if I could not make this pleasure a great help to them.

We prepared little books by cutting pieces of plain white paper $6\frac{1}{2} \times 5$ inches, and then cutting cardboard the same size for a back, tying the pieces together with ribbon the same color as the back. The cover was decorated with a picture of wild flowers, and this little verse was written on each cover:

FANCY BOOKLETS

"Springtime is coming! search for the flowers!

Brush off the brown leaves—the darlings are here!

Joy of the spring hours, picking the May flowers;

Kiss the spring beauties—the babes of the year."

In this book they were to record the wild flowers as they found them, giving a description of each flower, and also a description of the place where it was found. A margin was left for this on the right of the page, while on the left was pasted the flower.

I kept, in a small box on my desk, a quotation about every wild flower that grows in our section, and when they found their flower they were to take the quotation needed from this box and copy it under the flower in their books.

These little books had a four-fold purpose. They taught the children numberless things.

FANCY BOOKLETS

HAVE you tried making booklets the shapes of birds, leaves, flowers, hearts, etc? When we have a story on birds that we wish to preserve, I have the children draw a bird with rather a wide body, to give

HINTS AND HELPS

plenty of space for writing, and have the children cut papers enough of the same size to form a booklet. Then we tie them with a bit of colored raffia or ribbon. For a leaf story we take a pressed autumn leaf and trace around it. We cut several sheets on the same pattern, and put the subject on the cover. Sometimes we tint the covers in water colors.

For a flower booklet a wild rose or pansy will be found suitable. Our heart booklets are cut from red paper, and in them we write such quotations as

“Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.”

“Hearts, like doors, can ope with ease
To very, very little keys;
And don't forget that they are these,
‘I thank you, sir,’ and ‘If you please.’”

PHYSIOLOGY QUESTIONS

AFTER my class in physiology had completed the book by the topical method, I made out a list of three hundred questions covering the most important parts of the book. These I wrote on the blackboard, ten each day for a lesson. The pupils were all eager to look up the answers, and they had very good lessons in that study.

BUSY WORK

SEAT EMPLOYMENT

THE teacher whose school is not graded very closely, thus allowing rather long periods between recitation, will find the following suggestions interesting and instructive to pupils. The work must, of course, be looked over and commented upon by the teacher some time during the day. Several of the plans have been thought of first by the pupils themselves.

1. Place the first two letters of a word on the board and let the pupils complete it.

2. Confuse the successive order of letters in a word and have them re-arranged in order. Example: owns—snow.

3. From readers, make a list of words having the endings either ing, ed, es, er, ly, etc.

4. See how many words pupils can find saying either \bar{a} , $\underset{\sim}{a}$, \ddot{a} , $\underset{\cdot}{a}$, \bar{e} , $\underset{\sim}{e}$, $\underset{\cdot}{e}$, etc.—one sound at a time.

5. Make list of twenty-six words, beginning each with a letter of the alphabet, in successive order.

6. Copy from readers any sentence or sentences containing a word selected by the teacher, writing it on the blackboard.

HINTS AND HELPS

7. Copy from readers sentences that ask questions.

8. Make a list of words meaning one, and another of words meaning more than one.

9. Hunt words from the readers that show by the use of the apostrophe that something is owned. Example: "Tom's slate."

10. Draw a face of a clock with hands showing what time you get up, come to school, eat supper, and go to bed.

11. Write three sentences each using *is*, *are*, *was*, *had*, *have*, and *has*, respectively.

12. Write the first name of each school-mate.

PAPER CUTTING

My experience with small children has taught me that they delight in having the writing-paper I give them for any seat work cut or folded into as many styles as the paper will allow. I often choose the odd sizes of tablets and foolscap paper for this purpose.

For a spelling lesson I cut the paper in two, lengthwise, or fold the sheet like a little book, to be written on the inside only.

For number work I fold small sheets of drawing-paper, having little number combinations written inside. These they reproduce on their own paper.

SCHOOL CHAINS

little book to me. It adds new interest to their work and at the same time teaches them to care for books, as I expect all to be returned in good condition.

SCHOOL CHAINS

It seems that the incessant need of the teachers in the rural districts is "Busy Work." The little workers can do more in a half hour than the teacher can think up in a half day.

Assist your pupils in getting school colors. Let us suppose your colors have been selected, and are pink and dark green. At a newspaper office obtain poster paper of these colors. Cut it into strips an inch wide and two inches long.

Library paste is inexpensive, and is better than mucilage. Even my seventh and eighth grades wished to help make chains. Sometimes I alternate one pink and one green, and sometimes three of each. The children grow very enthusiastic and, by judicious management, a whole week may be spent on the work before the chain is the desired length.

As soon as enough links are put together festoon them around the walls next to the ceiling. The effect is excellent. Chains can also be made to fasten at a common point in the center of the ceiling. Your big boys will be glad to do it for you. If you have

PEAS AND TOOTHPICKS

none, put your chair on your desk, mount it, and do it yourself.

PEAS AND TOOTHPICKS

Of the numerous forms of busy work I have found that the use of peas and toothpicks is productive of as good results as any. Soak half a pint of dried peas overnight, taking them out of the water about an hour before they are needed. Give each child a dozen or more toothpicks and as many peas. Begin with simple forms, such as the triangle, made with three toothpicks and three peas. Lay it aside until it is dried sufficiently to hold together. Squares, pentagons, hexagons, etc., can be similarly made.

With two equilateral triangles and three toothpicks, a prism can be formed; with two equal squares and four toothpicks, the cube. The letters of the alphabet, tables, chairs, benches, baskets, cages, houses, and numerous other objects that will suggest themselves to the teacher can be made from peas and toothpicks.

SCHOOLROOM DECORATION

1

2

3

PAPER BUTTERFLIES

WISHING to cover attractively a bad place in the wall over one of the blackboards, I made some dainty butterflies in this wise:

First, I bought three barrels of toy clothes-pins, each barrel holding one dozen pins, and each pin two and one-half inches long. Then I bought different colored sheets of tissue paper. Crêpe paper is equally good.

I used the paper double, and cut it like the pattern. I shoved the piece into the slit of the clothes-pin; it will ruffle itself nicely as it goes, though one needs to shove it with the scissors to give the finishing touch to the completed butterfly. When the butterflies were made I spent an hour or two decorating them with india-ink—using a brush and water-color paints.

The crêpe paper ones took the ink best, and were quite as effective, although a bit stiffer than the tissue paper butterflies.

When done, they were all dainty and pretty. I fastened them to the wall with a pin on each side of the clothes-pin, and the unsightly spots in the wall were cov-

HINTS AND HELPS

ered, while the butterflies made a gay array over the blackboard, at the top of which was a border of "sunbonnet babies" done in colored chalk.

The children—first grade—were much pleased with the dainty decoration.

EXHIBIT FRAME

A DAY should be set apart in every school for the exhibit of pupils' desk work. A table and an exhibit frame will be needed; on the former place articles that cannot be pinned up. An exhibit frame can be of any convenient size, 3x4 feet, 3x6 feet, etc., depending on the number of pupils in the school. The material employed may be pine one and a half inches thick and two and a half or three inches wide, the corners halved together. This frame should stand on legs, to raise the bottom two feet from the floor; it will be covered with white cotton cloth drawn tight. On this pin all papers, number-work, drawings, colorings, etc. On each, or on a card attached, will be the pupil's name.

As there may not be room for all work, the best should be selected. This arrangement stimulates pupils to produce good work.

PICTURES IN SCHOOL

PICTURES IN THE SCHOOLROOM

Good portraits of Washington, Lincoln, Longfellow, etc., should, if possible, be on the schoolroom walls. If these cannot be obtained, take the large pictures that frequently appear in illustrated papers and paste to manila paper. They should be changed frequently.

The large pictures in illustrated papers of scenes in different countries can be pasted on manila paper, and will be of great service in the schoolroom. Ask the pupils' help in collecting the pictures.

A DECORATIVE SCHEME

THERE were some unsightly holes in the plastering on the front wall of my schoolroom, until I thought of this plan: I bought one hundred and twenty "Perry Pictures" (for one dollar). I selected a great variety, but all were chosen with the idea of helping, in some manner, the daily work in the schoolroom. There are pictures for history, geography, literature, pictures of great paintings, and others.

I purchased a piece of heavy gray matting large enough to cover the holes and to hold from seven to nine pictures, according to how they are arranged. These I change once a week, or as often as new

HINTS AND HELPS

pictures are needed in the different lessons. The pictures are fastened to the matting by means of thumb-tacks, so they are easily changed as required. The children seem to enjoy them even more than I thought they would.

PICTURES

IN my schoolroom, among other pictures, I have Raphael's Sistine Madonna, and the Madonna of the Chair.

In the December "Month by Month Books"* are given the legends of the Madonna of the Chair, and the cherubs at the feet of the Sistine. These legends I used for a composition, following one on Raphael.

As an incentive, I offered a small picture of the Sistine Madonna, or the Madonna of the Chair, to be pasted in the books of those having the best compositions. The pictures I cut from magazines and school journals.

I told the children to look for these pictures. In this way I aroused great interest; children, even of the poorest families, bringing me not only the pictures mentioned, but other Madonnas, and pictures of "The Holy Family."

These I mounted on cardboard, and put

*Published by A. S. Barnes & Co.

PICTURE MOUNTS

in my schoolroom, very much to the delight of my third-grade class.

MOUNTS FOR PICTURES

IF there are some teachers who have not the ways and means to procure regular mounting paper for the numerous pictures which help so much to make a schoolroom attractive, this suggestion may be practicable.

I bought a roll of ingrain wall-paper, which comes in dark red or green, at about twenty-five cents a roll, and cut it up into sheets of a size suitable for pictures. I have found this inexpensive, and, unless the mount is carefully examined, the real material would not be guessed.

I cut the same kind of paper into sheets about 7x12, fasten them together in the center, and thus make a nice booklet of about eight pages. The name of each child is written on a slip of paper and pasted on one of the booklets. As fast as a child learns a word I have him cut it from a newspaper or magazine, and paste it into his book. Often small pictures are pasted in the book, to make it more attractive.

These booklets are a source of delight to the children, while they teach neatness and give the little folks an idea of making articles for themselves. The books are carried home when filled.

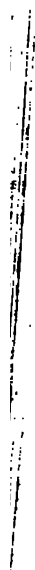
HINTS AND HELPS

WAXED LEAVES

A FEW ideas as to how to preserve autumn leaves through the winter may be acceptable. Leaves of the maple, oak, and beech look particularly well when waxed. A simple method is to gather the leaves the day you intend to wax them and lay between papers under a weight. Have ready a piece of white paraffine tied in a cloth (beeswax may be used, but it is not so good) and some moderately hot irons. Rub the wax on the irons and press the leaves rapidly, to prevent scorching. Replace at once under the weight, and leave a day or two. The delicate colors will be preserved for more than a year. This is preferable to dipping the leaf in melted wax.

Sprays of maple and scrub-oak may be done in the same way. A very pretty decoration for the walls of the schoolroom can be made from waxed leaves. Take a dark shade of cardboard, arrange the leaves to form a border, or other design, and attach with a few drops of mucilage.

SPECIAL OCCASIONS



FLAG BIRTHDAY PARTY

WHEN the children of the first primary school returned to their room on the afternoon of June 14, they found the walls and pictures hung with flags of various sizes. They came tip-toeing into the room, smiling and nodding, and gathered in little groups to wonder what it was "all about." They seemingly felt very sure that something was "going to happen."

When the bell ceased ringing, the teacher stepped to the board and wrote the words, "Flag Day," in a conspicuous place. The children nodded and smiled again, as much as to say, "I told you so," and listened with delight when the teacher told them that, as this was the birthday of the flag, we were going to give it a birthday party.

At this point, they all laughed with glee, but sobered to business at once when asked for suggestions as to how the party should be conducted. "Sing about it," "Say verses," "Talk about it," "Read about it." There was no hesitation as to ways and means. "Yes," the teacher said, "we will do all those things." So they started off

HINTS AND HELPS

with America, repeated the memory gems and "pieces" they had learned for Washington's Birthday and Memorial Day that bore reference to the flag. They reviewed the knowledge gained of George Washington, Betsy Ross, and the Flag; how Betsy Ross made the first one at Washington's suggestion, substituting five-pointed stars for six-pointed ones. Then they gained the new fact that the flag was "born," or adopted by Congress, June 14, 1777, and that this was its birthday.

This brought forth the questions from one young idea as to whether the flag had grown any larger, not larger as boys and girls do every year, but as to number of stars, and in the love and reverence of the country for which it stands.

These exercises took the first half-hour of the afternoon. For written language the second grade wrote a little story about the flag, beginning and ending with a favorite and appropriate memory gem. The first grade reviewed the primer stories of George Washington, and the flag, supplementing them by sight-reading from new primers on the same subject.

The afternoon and birthday party came to a close by singing "Salute the Flag," to the tune of "Maryland, my Maryland," and giving the flag-pledge learned for Memorial Day.

A FEBRUARY TABLE

The children pronounced it a very nice party, and went home very happy and, I think, very patriotic young Americans.

A FEBRUARY TABLE

THE shortest month of the year, with its four birthdays, was before me. What should I do to remember them all and yet not tax the little minds too heavily? I had a happy thought. We would try a February table. On one of the boards I placed stencil pictures of the five men to be remembered, and in front of that board placed the table. We put on a white cover, and draped the edges with red, white, and blue bunting, using flags in abundance for both table and room.

On Lincoln's Birthday the children mounted pictures of Lincoln and his birthplace, on cardboard. A few of these, with some larger pictures, were placed on the table.

Of course, Valentine's Day was observed, and the little corner cupboard was just the thing for a make-believe postoffice. Not one of the little ones left the office empty-handed. Some of the prettiest valentines found their way to the table, and, as the children had been taught beforehand that the ugly "comic" pictures were not valentines, and, in sending them, people did not

HINTS AND HELPS

observe the day at all, none of these was found in our office.

There was little said about James Russell Lowell. He seemed to be tolerated simply because his birthday was the same day as George Washington's, who, of course, was the children's hero. The old hatchet story was retold to a breathless audience, and several tiny hatchets were placed before Washington's picture. One young hopeful remarked, "I'll bet he'd have told a lie if he'd had a father like mine." Knowing the child's father, I did not doubt it in the least.

H. W. Longfellow was the last of the four. The story of Hiawatha was reviewed, and tiny wigwams were placed on the table, while a wooden doll served for Hiawatha, who was surrounded with bows and arrows. Some slates with a simple story about the flag, and others with number work, were placed on the table, accompanied by tablets containing the language work for the month. Several neat drawings of log cabins, kites, canoes, hatchets, etc., completed the adornment of the table, and every child had the pleasure of knowing that some of his handiwork had been placed there.

On February 27, Longfellow's birthday, we held a few exercises, and retained the children's parents and began with a song, followed by

A FEBRUARY TABLE

a flag-salute. Then a few statements were made about Lincoln and his life, and the class recited the verse:

“With malice toward none,
With charity for all,
With firmness in the fight,
As God gives us to see the right.”

Then a Lincoln recitation was followed by a Valentine song and recitation, and a few statements about good St. Valentine. A quotation from Lowell was then given, and, after another song, a Washington poem was recited. This was followed by several stories about Washington, and the quotation, “First in war, first in peace, and first in the hearts of his countrymen.”

After another song, the quotation was recited:

“Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.”

Statements about Longfellow were given, and quotations from “The Village Blacksmith” and “The Children’s Hour” were recited by the children. The exercises closed with the exercise and the song, “O God, Our Father in Heaven.”

HINTS AND HELPS

ST. VALENTINE'S DAY

ST. VALENTINE'S DAY must not be allowed to pass unobserved in the school-room. Attain the true sentiment of the anniversary among pupils by relating, early in the month, the legend of St. Valentine. Explain that, as messages of love illuminated the life of the good old bishop, the gifts that are so freely circulated on February 14 should be love gifts bestowed to assure our friends of affection or gratitude. Therefore, in planning with pupils about the making and the sending of valentines, endeavor to lead away from the personal, sentimental, and ridiculous paths into which children are apt to stray when left to their own resources. Suggest to the younger pupils that father and mother will be delighted to find little gifts at their breakfast plates on St. Valentine's morning.

For the very young children hektograph a dove, or any bird, on paper. Let these be cut out and pasted upon cardboard. Write a short sentiment, such as, "I send my love to you," across the design. Those who are able, can draw a bird on colored paper and mount on cardboard. A pretty idea is to take a tiny piece of paper, write a greeting upon it, and make it look as though the bird were caught in its mouth.

ST. VALENTINE'S DAY

The older pupils are the ones whose thoughts lean to the sentimental. Interest them in making calendars, or photograph frames, to give one another as valentines. A novel and instructive idea is to make patriotic emblems, February being the month of patriots' birthdays. These may be copied from the illustrations found in the unabridged dictionaries, and can be carried out in paper or silk. Another suggestion for a valentine is to give a single flower, or a small bunch of flowers, tied with ribbon and accompanied with a friendly note.

The day before Valentine's, draw on the blackboard, or get some one to do it for you after school hours, a large valentine; heart-shaped is the prettiest. Decorate it in colors, according to your taste, and write on it, in ornamental lettering, "To my school, from its teacher." Then watch the faces of the children as they file into the schoolroom the next morning. I know how they will look, for I tried the effect of a blackboard valentine upon my pupils.

Open the valentine box early in the forenoon. The children will study the better all day because of the morning's gayety. Provide against having any sorrowful little hearts by supplying extra gifts for any children who may have been forgotten.

HINTS AND HELPS

A PRIMARY FAIR

THE high school, grammar school, and intermediate school had all gone to the county fair, and the little ones were mourning as only little ones can mourn, that there was to be no fair for them. I was racking my brain for some new and pleasant diversion from the usual daily routine of work, when suddenly the thought came, "Have a fair of your own."

The children received the proposition with so much eagerness, and took up their work with so much enthusiasm, that I was sure my plan would be a success.

First, I found out what the children knew about a fair, and was surprised at the amount of knowledge they possessed about both the good and the bad points of a fair.

Wednesday and Thursday were our collecting days, and Friday was visitors' day. A goodly number came and witnessed the display.

A long table was made up with bunting and flags, and on this were placed potatoes, beets, cabbage, onions, turnips, squashes, pumpkins, melons, beans, corn, wheat, oats, dolls, samples of school work in drawing, writing and numbers.

I had prepared prizes for

MOTHERS' RECEPTION

blue; second, red; and third, white; and had selected three persons to act as judges. Every child was made happy by having some kind of a prize pinned to something he had brought.

A short program was given, and the parents had a chance to see what their children were doing.

As for the teacher, she had the satisfaction of knowing that she had placed a bright spot in forty-five memories. It repaid her well for her extra trouble.

RECEPTION FOR MOTHERS

I WANT to tell you of a public day given by the little people of one of our first grades last spring. It was called a Mothers' Reception Day, and differed from the usual mothers' day as the pupils were present and an exhibition of school work was a prominent feature. It was in the preparation of this work for exhibition that the pupils were most benefited. Their interest was kept up throughout the year with surprising results.

Early in November the pupils were told that their work would be selected each month and put for exhibition, and they were urged to put forth their best efforts every day. Their mothers might be interested to see what they had done. As the time came, a considerable material

HINTS AND HELPS

ready, and it was decided to arrange it on the walls of a vacant room. Several hours after school were spent in preparing the room and arranging the work.

A border of roses in pink and another of lilies in blue and white occupied the upper part of the blackboards, while below were little problems put on in the pupils' best style. Paper chains were hung from the picture rail, a table prettily draped held a large bowl of peonies, and blooming plants were in the windows. The work was arranged on the walls in groups, and the manuscript work was displayed on a table.

On one wall was a group of nine garden stories, illustrated with drawings of garden tools; on another were pencil and charcoal drawings of flowers, simple landscape outlines, etc., surrounded by a border of colored designs in paper-folding and cutting, mounted on drawing-paper.

There was a group of Hiawatha stories written on sheets of drawing-paper ruled so as to leave an inch and a half margin, the upper half of the sheet having illustrations cut from colored paper, and the lower half containing the story. About this group was a border of violet and green designs in folding, mounted on squares of the drawing-paper and arranged alternately.

Above the blackboard a border of designs, such as rosettes, etc., similarly

MOTHERS' RECEPTION

mounted, and arranged with due regard to harmony of colors, extended about the room. The effect of the whole was delightful.

The manuscript work consisted of papers in number, language and spelling, and specimens of penmanship gathered through the year. Booklets were made by folding a sheet of drawing-paper, and on the outside writing the name of the school, pupil's name, etc. On one of the inside pages a colored picture was pasted, and on the other a story was written.

Much to the children's disappointment, the sun refused to shine on the appointed day, and by afternoon there was a steady downpour of rain. Seventy-five mothers came, however, and, after being relieved of dripping umbrellas, they passed into the schoolroom, where half an hour was spent in reviewing the most important parts of each month's work and explaining why the various subjects were taught and their educational value.

Then the guests were ushered into the other room, where they were addressed by one of the prominent physicians of the city. This was followed by a "Mothers' Drill," by the smallest pupils, with caps and carrying dolls. A talk was given by a popular pastor of the city, after which the children were given charge of their mothers, and directed to act as guides in

HINTS AND HELPS

finding their own work. As there was a piano in the room, a player supplied music while the mothers and children were looking about.

There were many expressions of appreciation from the mothers, many of whom admitted that they had had little idea of what their children were required to do, and had less interest in it, but after seeing the results of the efforts made and listening to the earnest words of the speakers they felt greater responsibility as mothers and resolved to assist and encourage their children more in the future.

In its influence upon both parents and children, we felt that the mothers' reception was a complete success.

THANKSGIVING BOOKLETS

My children like to make Thanksgiving booklets. For a month or so previous to Thanksgiving our reading lessons, compositions, stories, etc., are a preparation for Thanksgiving Day.

The story of the Pilgrims, their voyages, and the state of the country at the time of their coming are subjects upon which they write. The best of the written work is saved for the booklets.

The first page of each book contains a drawing of a Thanksgiving turkey, pumpkins, an illuminated November quotation,

CHRISTMAS CHIMNEY

picture of the Mayflower, log cabin of the Pilgrims, or other appropriate picture. These are in black and white, painted, colored with chalk, or cut from magazines and pasted as the children may prefer. On the second page is written the "Landing of the Pilgrims," neatly copied; then one or two compositions, illustrated if the pupils wish.

The Saturday before Thanksgiving I collect the material and fasten it between water-color paper covers with a brass note-book clasp. I return the books to the pupils and allow them to decorate the covers.

A CHRISTMAS CHIMNEY

ONE form of entertainment which my children enjoy very much is the following: One corner of the room is fitted up to represent an old-fashioned chimney-corner. A pair of andirons can usually be borrowed, and the chimney built out of pasteboard boxes, or perhaps enough real bricks can be procured. A board laid across the top will simulate a mantel, for the children's imaginations supply whatever is lacking. The mantel can be trimmed with greens, a clock placed upon it, and a fire laid ready to start with a match. A row of little stockings attached to the lower part of the shelf completes the picture. This is

HINTS AND HELPS

done about a week before the Christmas vacation.

Now, the children are told that the little stockings are for poor boys and girls, who would have no Christmas unless some kind school children should give them one. Each child in the room will be allowed to bring one gift to put into the stockings; if he wishes, he need tell no one what his gift is.

Encourage the bringing of small gifts. Some children may not be able to bring more than an apple, or a few nuts, or perhaps a piece of holly picked up in the streets. Each can bring something, so that all may partake of the Christmas joy of giving.

If it is not found practical to construct the chimney as given above, a likeness of one can be drawn on the blackboard, and the stockings hung beneath, which will please the children almost as well.

VISITORS' DAY

TWICE during each term we have "Visitors' Day." We send a written invitation to each patron and director in the district. We prepare a special program, consisting of recitations, music, drills, and dialogues, and every pupil takes part.

The patrons nearly all attend, and they seem to enjoy the exercises.

Of course it makes extra

A CAKEWALK

gives pleasure to the patrons, and makes them interested in our work. I think it pays, as it gives the pupils confidence in themselves.

A CAKEWALK

ONE rainy noon hour, when my little folks seemed to be tired of every amusement that I have on hand for such days, I proposed that we try a "cakewalk." I believe that the teacher who joins in the children's sport at the intermissions, although she may have to neglect her school work occasionally to do it, will be amply paid by winning the confidence and goodwill of any timid or indifferent pupils.

Our cakewalk proved to be so entertaining that when the bell called us to work there was a general outcry of "Ah!" but I am sure we all felt like applying ourselves the more for the sport, and I want to outline the procedure for any teacher who wishes to provide a good pastime for a rainy noon hour.

Seat an equal number of boys and girls on opposite sides of the room. Reserve one row of empty seats. Whisper a number to each one, starting with 1, confusing their succession, but not omitting a number; the boys having the same number

All are to

the

room and

HINTS AND HELPS

called "One!" The boy and girl having that number came forward with a surprised expression at seeing the unknown partner, and as they met in front of me, the "gentleman" made a curtsy, offered his right arm to the "lady," and conducted her to one of the reserved seats, allowing her to precede him down the aisle and be seated first. You see, many little lessons on social etiquette were thus brought out.

When all the numbers had been called out, each couple following the example of the first, they all marched around the room to music, while I acted as judge, deciding that the best matched couple, as to size, were the winners of the cake.

The next time we decided, before playing, that the worst matched couple should be "winners," and still another time that the couple who were partners twice in succession; and, at last, one little boy suggested that I play, and whoever had me for a partner was a "winner." Just before the bell rang the couples who were "winners" in each game marched to the front of the room and bowed their assent, while we all clapped hands.

RHETORICALS AND CONTESTS

THE holding of rhetorical exercises in public schools has become a permanent feature. Such exercises are usually held on

RHETORICALS

Friday afternoons, or, in some cases, they are given every morning as a part of the opening exercises. Whatever form they may take, whether recitations, readings, orations, or compositions, they certainly give the pupils a training which will be needed greatly in their future lives.

In order to arouse an intense interest in the work, so that the teacher may be relieved of all trouble and responsibility, the following plan has been adopted in the school of which the writer is superintendent: On one Friday afternoon the ninth grade, for instance, will be given charge of the exercises. This means that they are to prepare a program, the rendition of which will occupy an hour.

They prepare recitations, select readings, compositions, music, etc., in which all members of the class participate. If the class is large, each pupil may appear but once; in smaller classes each may appear twice. Let the class feel that the whole responsibility rests upon them.

The following week the tenth grade may have charge. In this way a spirit is formed, not of bitter rivalry, but of friendly competition. Each class tries to give the best entertainment. This ambition is increased by allowing the class in charge to invite friends to be present.

It is entirely the custom to follow by a certain line

HINTS AND HELPS

of school work. It may be in spelling, in arithmetic, or in some other line of work. One Friday the writer gave a test in rapid work in arithmetic. One long column of numbers composed of three figures each was given to be added.

Two problems in subtraction were next given, followed by two large numbers to be multiplied by mixed numbers. Two problems involving division by mixed numbers closed the contest. The answers to all seven problems were to be added, so that the result of the entire test was condensed to one number. The pupil who was first to hand in a paper upon which was written his name and the *correct* result was declared to be the winner. The interest in solving did not abate even after several answers were in, because the first *correct* answer was winner, and there was always a chance that the more rapid workers had been less accurate than their slower classmates.

Only such problems were selected as could have been solved easily and quickly by the application of rapid methods. The pupils had been taught these rapid methods, but many had forgotten them. As a result of these tests there are fewer cobwebs than formerly covering the fundamental processes.

SOME PRECEPTS

SOME PRECEPTS

1. HAVE order ; don't talk about it.
 2. A successful teacher has a great deal of the maternal in her.
 3. Punish effectively when necessary, but make as little ado about it as possible.
 4. Do not be suspicious. Many little things that prick your sensitive nerves were never meant as annoyances by the children.
 5. A good cook can serve potatoes in twenty different ways ; a good teacher is able to serve grammar thus.
 6. Remember, oh, remember, when you were six——, eight——, ten——, twelve——, fourteen——, and "Put yourself in his place."
-

RULES FOR YOUR NOTE-BOOK

1. NEVER continue the use of the eyes at fine work, such as reading or fancy-work, after they have become tired.
2. Do not try to read or to use the eyes with a poor light—in the twilight, for instance, before the lamps are lighted.
3. In reading or studying, do not sit with the light from either a lamp or a window shining directly upon the face. Have it come from behind and shine over the left shoulder, if possible.

HINTS AND HELPS

4. Never expose the eyes to a sudden, bright light by looking at the sun or at a lamp on first awaking in the morning, or by passing quickly from a dark room into a lighted one.

5. Do not read when lying down, or when riding on a street-car or railway-train.

6. If any object gets into the eye have it removed as soon as possible.

7. Many persons hurt their eyes by using various kinds of eye-washes. Never use anything of this kind unless told to do so by a good physician.

CURRENT EVENTS

SCHOOL SCRAP BOOKS

WE spend one hour each week on our school scrap books. On Saturday I make clippings from the various papers that have fallen to my lot. We have five scrap books, labeled as follows: "In Our Own Land," "People Talked About," "Lands and Peoples," "Modern History Makers," "Science and Industry."

The titles of our books we took from *Our Times*, and we find a great deal of good material for our scrap books in the magazine itself, to which I subscribe for two copies. The pupils bring any items of interest they or their parents find—for the mothers, and especially the fathers, are deeply interested in our plan—and after I have read and approved them, they may be pasted in the books in which they belong.

The books are a never-ending source of delight. The moment lessons are prepared for the day, the scrap books are asked for, and they are read and re-read until I sometimes wonder that there is anything left of them.

It means work for me, but my boys and

HINTS AND HELPS

girls are gaining an interest in current history that will be of life-long benefit.

STUDYING CURRENT EVENTS

MAY I tell you how I have interested my pupils in the study of current events? I keep on my desk two or three latest copies of the little weekly magazine, called *Our Times*. After lessons have been prepared I allow my boys and girls to take a copy of the periodical, if they will make good use of it. Each reader must select some topic mentioned in the paper, and put it on the blackboard.

I always have, besides, a daily paper. I keep my copies for two or three weeks back on a small table at the back of the room. After a pupil has chosen and selected a topic, it is his for the week. It is his work—and I find it to be his pleasure, as well—to learn, with the aid of the daily papers, all he can about that topic. He may write out what he has learned, or be prepared to tell it in his own words.

Each pupil must select some topic early in the week, study it up, and give his report Friday morning. I use *Our Times* as the paper from which the topics are to be selected, because I know that only events of importance are mentioned in it, and everything is suited to the interest and comprehension of young people.

OBSERVING EVENTS

My boys are delighted with the plan, and my girls are beginning to enjoy thoroughly the study of current events. This I consider a great triumph, for girls are inclined to scorn anything of the kind.

EVENTS TO BE OBSERVED

I BEGAN four years ago to introduce the great events of the world into the schoolroom. My plan has been to lay out a program a month ahead. The events are named, and pupils are selected to speak or write on them. On the first day of the month I hang up a large manila sheet with the events written on it; a similar list with the names of the leaders or speakers is hung up. I give below the October events and birthdays.

3. George Bancroft	1800
4. Jean François Millet.....	1814
4. Battle of Germantown.....	1777
6. Jenny Lind	1821
7. Death of Oliver Wendell Holmes	1894
8. Paul Rembrandt	1669
9. Cervantes	1547
10. Benjamin West	1738
12. Hugh Miller	1802
12. Death of Elizabeth Fry.....	1820
14. William Penn	1644
16. Noah Webster	1758
17. Burgoyne's Surrender	1777

HINTS AND HELPS

18. Battle of Leipzig.....	1813
19. Sheridan's Ride	1864
21. Death of Admiral Nelson at Trafalgar	1805
25. Charge of the Light Brigade, Balaklava	1854
25. Geoffrey Chaucer	1328
30. Angelica Kaufmann	1796
31. Hallowe'en	1741

I have omitted some local events that we always observe—one, the first settlement of the village, is always interesting; the descendants of the founders wear a special dress and many visitors come in. Besides, we keep track of current events by means of the daily papers and a current magazine. We have reports every Friday afternoon on what has happened of importance during the week.

MORNING QUESTIONS

For morning exercises in an ungraded school I have the older pupils each prepare a question on paper, leaving a space for the answer. The question must relate to some event of interest that has occurred recently, or a historical event that, for some reason or other, is appropriately referred to at the time. I have the papers gathered, and each child draws one. The next morning the questions are answered

MORNING QUESTIONS

and discussed. Others are given in the same way, to be answered the following day. The pupils, besides gaining much valuable information, are kept interested in school work.

INDEX

- Afternoon, A Hot, 19.
- Afternoons, Friday, 46.
- America, Singing, 8.
- Animal Zone Chart, 119.
- Animals in School, 125.
- Apples, Some, 132.
- Arithmetical Signs, 100.
- Art and Language, 71.
- Attendance, Regular, 14.
- Attendance, Star Rows for, 15.
- Battle, A Number, 102.
- Before the Class, 72.
- Bird Books, Hiawatha, 128.
- Birthday Party, Flag, 153.
- Bits of Things, 9.
- Blackboard Exercises, 92.
- Book, A Recitation, 60.
- Booklets, Fancy, 135.
- Booklets, Thanksgiving, 164.
- Books, Flower, 134.
- Books, Hiawatha Bird, 128.
- Books, Right, 58.
- Books, School Scrap, 175.
- Brownie Helpers, 40.
- Butterflies, Paper, 145.
- Cakewalk, A, 167.
- Calendar, A School, 119.
- Calendar, A Weather, 131.
- Card Messages, 31.
- Chains, School, 141.
- Chart, A Plan, 5.
- Chart, Animal Zone, 119.
- Chimney, A Christmas, 165.
- Choosing Day, 29.
- Christmas Chimney, A, 165.
- Classifying Pupils, 4.
- Complaints, 42.
- Composition with Pictures, 67.
- Contest, A Geography, 115.
- Contests, Rhetoricals and, 168.
- Continent, Moldinga, 110.
- Cure for Restlessness, 16.
- Current Events, Studying, 176.
- Cutting, Paper, 140.
- Day, Choosing, 29.
- Decorative Scheme, A, 147.
- Definitions, Teaching, 56.
- Devices, Number, 99.
- Dictation Work, 73.
- Dismissal, Quiet, 47.
- Drill, A Spelling, 90.
- Drill, Word, 69.
- Employment, Seat, 139.
- Environment, The, 43.
- Eskimo Land, A Trip to, 113.
- Events to be Observed, 177.
- Exercises, Blackboard, 92.
- Exercises, Flag, 120.
- Exercises, Number, 101.
- Exercises, Opening, 7.
- Exhibit Frame, 146.
- Fair, A Primary, 160.
- Fancy Booklets, 135.
- Fancy Papers, 32.
- February Table, A, 155.
- Flag Birthday Party, 153.
- Flag Exercises, 120.
- Flag Salute, The, 1.
- Flower Books, 134.
- Flower Pit, 38.
- For Second Grade, 87.
- Frame, Exhibit, 146.
- Friday Afternoons, 46.
- From Porto Rico, 64.
- Game, A Reading, 62.
- Game, Another Spelling, 88.
- Game, Geographical, 117.
- Game, Merchants', 104.
- Game, Moving Word, 74.
- Game, Word, 75.
- Games, Geography, 112.
- Games, Two Enjoyable, 115.
- Games with Words, 62.
- General Hints, Some, 51.

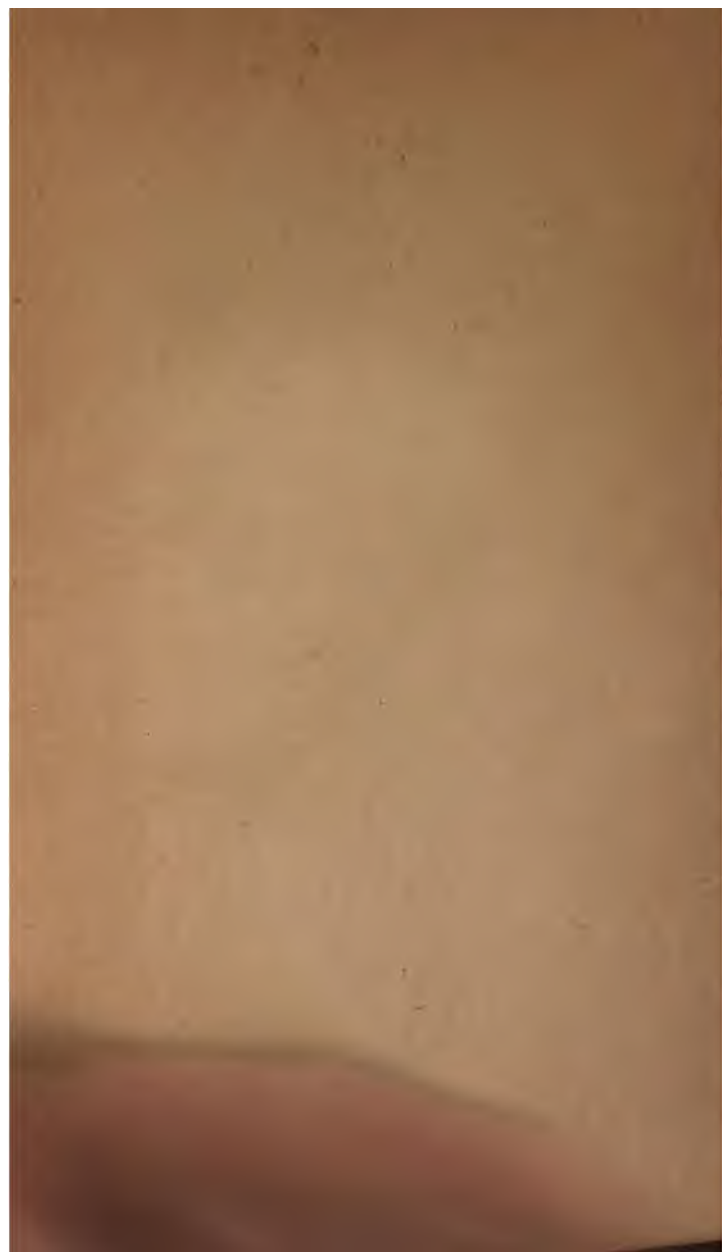
Index

- Geographical Game, 117.
 Geography Contest, A, 115.
 Geography Games, 112.
 Geography Incentives, 111.
 Helpers, Brownie, 40.
 Helping a Lower Grade, 61.
 Hektograph, Home-made, 44.
 Hektograph Pictures, 45.
 Hiawatha Bird Books, 128.
 History and Order, 117.
 History, Talks in, 118.
 Home-made Hektograph, 44.
 Home, To Take, 26.
 Hot Afternoon, A, 19.
 In Ungraded Schools, 85.
 Incentives, Geography, 111.
 Ink, Removing, 39.
 Intelligent Reading, 53.
 Interest in Literary Work, 77.
 Journal, A Schoolroom, 63.
 Journeys, Little, 109.
 Knowledge Matches, 40.
 Language, Art and, 71.
 Language Class, The, 70.
 Language Lessons, 65.
 Language Plan, A, 72.
 Learning to Print, 23.
 Leaves, Waxed, 150.
 Lessons, Language, 65.
 List, A Red, 11.
 Literary Work, Interest in, 77.
 Little Journeys, 109.
 Lower Grade, Helping a, 62.
 Matches, Knowledge, 40.
 Memory, Writing from, 74.
 Merchants' Game, 104.
 Messages, Card, 31.
 Mixed School, Hints for, 10.
 a Continent
 Questions
 Mothers, Reception for, 161.
 Mounts for Pictures, 149.
 Moving Word Game, 74.
 Museum, A School, 130.
 Nature's Heart, Near to, 125.
 North, To Find the, 114.
 Note Book, Rules for Your, 171.
 Notes, Taking, 21.
 Number Battle, A, 102.
 Number Devices, 99.
 Number Exercises, 101.
 Number for Second Grade, 104.
 Numbers, Primary, 103.
 Numbers, Writing, 97.
 Observed, Events to be, 177.
 Opening Exercises, 7.
 Order, History and, 117.
 Overcoming Untidiness, 17.
 Paper Butterflies, 145.
 Paper Cutting, 140.
 Papers, Fancy, 32.
 Party, Flag Birthday, 153.
 Peas and Toothpicks, 142.
 Pencil Cases, 31.
 Physiology Questions, 136.
 Pictures, 148.
 Pictures, Composition with, 67.
 Pictures, Hektograph, 45.
 Pictures in the Schoolroom, 147.
 Pictures, Mounts for, 149.
 Pictures, Use of, 37.
 Place, Spelling for, 88.
 Plan Chart, A, 5.
 Playroom, A, 27.
 Porto Rico, From, 64.
 Precepts, Some, 171.
 Primary Fair, A, 160.
 Primary Numbers, 103.
 Print, Learning to, 23.
 Questions, A Time for, 42.
 Questions, Morning, 173.
 Questions, Physiology, 136.
 Quick and Quiet, 23.

Index

- Quiet Dismissal, 47.
- Quiet, Quick and, 23.
- Races, Scholarship, 28.
- Reading Class, The, 55, 76.
- Reading Device, 68.
- Reading Game, A, 62.
- Reading Helps, 54.
- Reading, Intelligent, 53.
- Reception for Mothers, 161.
- Recitation Book, A, 60.
- Red List, A, 11.
- Removing Ink, 39.
- Rest Exercise, A, 15.
- Restlessness, Cure for, 16.
- Review, A Spelling, 92.
- Review Spelling Lesson, 89.
- Rewards, Star, 14.
- Rhetoricals and Contests, 168.
- Right Books, 58.
- Rules for Your Notebook, 171.
- Salute, The Flag, 1.
- Scholarship Races, 28.
- School Chains, 141.
- Schoolroom Journal, A, 63.
- Schoolroom, Pictures in the, 147.
- Scrap Books, School, 175.
- Seat Employment, 139.
- Second Grade, For, 87.
- Second Grade, Number for, 104.
- Self-Government, Plan for, 11.
- Senses, To Train the, 105.
- Signs, Arithmetical, 100.
- Singing America, 8.
- Some Apples, 132.
- Some Precepts, 171.
- Some General Hints, 51.
- Song in School, The, 3.
- Spelling, 86.
- Spelling Device, 90.
- Spelling Drill, A, 90.
- Spelling for Place, 88.
- Spelling Game, Another, 188.
- Spelling Lesson, Review, 89.
- Spelling Lesson, The, 83.
- Spelling Review, A, 92.
- St. Valentine's Day, 158.
- Star Rewards, 14.
- Star Rows for Attendance, 15.
- Stars and Stripes, 36.
- Story Telling, 70.
- Story, The Written, 60.
- Studying Current Events, 176.
- Table, A February, 155.
- Taking Notes, 21.
- Talks in History, 118.
- Teachers, Hints for, 2.
- Teaching Definitions, 56.
- Teaching Manners, 32.
- Thanksgiving Booklets, 164.
- Time for Questions, A, 42.
- To Find the North, 114.
- To Take Home, 26.
- To Train the Senses, 105.
- Toothpicks, Peas and, 142.
- Trip to Eskimo Land, A, 113.
- Two Enjoyable Games, 115.
- Ungraded Schools, In, 85.
- Untidiness, Overcoming, 17.
- Use of Pictures, 37.
- Valentine's Day, St., 158.
- Visiting Schools, 35.
- Visitors, 34.
- Visitors' Day, 166.
- Waxed Leaves, 150.
- Weather Calendar, A, 131.
- Whispering Problem, The, 13.
- Word Drill, 69.
- Word Game, 75.
- Word Game, Moving, 74.
- Words, Games with, 62.
- Writing from Memory, 74.
- Writing Numbers, 97.
- Written Story, The, 60.
- Yard, Clearing up the, 18.
- Zone Chart, Animal, 119.

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To [redacted] charge, book must be brought to the desk.

TWO WEEK BOOK

DO NOT RETURN BOOKS ON SUNDAY

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